DOCUMENT RESUME

ED 426 308 CE 078 643

TITLE	Resolving Conflicts: Getting along with Co-Workers. JobLink Winning at Work Instructor's Manual, Module 8.
INSTITUTION	Coast Community Coll. District, Costa Mesa, CA.
SPONS AGENCY	Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE	1996-00-00
NOTE	334p.; For "JobLink" final report and the ten related instruction manuals, see CE 078 635-645.
AVAILABLE FROM	JobLink, c/o Coast Community College District, 1370 Adams Avenue, Costa Mesa, CA 92626; e-mail: joblink@intelenet.net ($95).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC14 Plus Postage.
DESCRIPTORS	Adult Basic Education; Adult Literacy; Adult Students; Conflict; *Conflict Resolution; Decision Making; Dissent; Educational Needs; *Job Skills; Learning Activities; Learning Modules; Literacy Education; *On the Job Training; Pretests Posttests; Problem Solving; Supervisory Training; Teaching Guides; Teaching Methods; Transparencies; *Workplace Literacy

ABSTRACT

This manual is a guide to an interactive training program designed to address key skills necessary in today's high performance workplace. The module is intended to meet the learning needs of production workers who may have limited basic skills or literacy. This module, which addresses conflict resolution, focuses on helping employees understand the value of good interpersonal relationships and how to facilitate a win-win team atmosphere in the workplace. Workers using the module receive practical hints and learn strategies for handling workplace conflicts in constructive and creative ways. Workers and supervisors can be helped to become partners in creating a new workplace community in which conflicts can be resolved, managed, and transformed to the benefit of the company and its employees. This module contains six 1-1/2 hour lessons that cover the following topics: (1) identifying workplace conflicts and ways of resolving them; (2) developing a win-win attitude; (3) tools for conflict resolution; (4) how to have a fair fight; (5) managing the conflicts within; and (6) conflicts: heading 'em off at the pass. The training manual includes an instructor's guide that contains activities for each lesson, transparency masters and student handouts, information sheets, teaching suggestions, and pre- and posttests; and a supervisor's guide that includes lessons on getting along with co-workers. (KC)

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ED 426 308

Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

- Identifying Workplace Conflicts & Ways of Resolution
- Developing a Win-Win Attitude
- Tools for Conflict Resolution
- How to Have a Fair Fight
- Managing the Conflicts Within
- Conflicts: Heading'em Off at the Pass

CE 078 643

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An Introduction

This module seeks to **provide understanding and skills for handling workplace conflicts** in constructive and creative ways. It attempts to forge a partnership between employees and supervisors in creating a new workplace community in which conflicts can be resolved, managed, and transformed to the benefit of the company and its employees.

The module is intended to be flexible and adaptable to each company's particular needs. Activities may be restructured around company materials resources, or according to the trainer's teaching style and preferences. The goal and objectives provide a framework in which to work and focus upon conflict resolution skills.

The lessons and activities have been designed to integrate literacy skills (*reading and writing*) with verbal communication (*speaking and listening*). Each lesson contains each of these components. The module also seeks to be sensitive to the different learning styles of the students. Particular attention has been paid to the special needs to those for whom English is a second language and also to cross-cultural communication.

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Module 8 Materials

Materials	Lesson#
Name tags	All
Paper	All
Pencils	All
Transparency Markers	All
Flip chart markers	All
Index cards	3,5
Blank transparencies	3
Multicolored markers	6
Large poster boards	6

Videos/Books	Lesson#
The I Love Lucy Collection, volume 23: "Redecorating the Mertze's Apartment". Fox Video Inc., Beverly Hills, CA., 1994	1
The Different Drum: Community Making and Peace. M. Scott Peck, Simon & Schuster, Inc.; New York, 1987.	2
Abbott & Costello: "Who's On First". Burbank Video, Burbank, CA., 1990	3
The Honeymooners: "Greatest Battles". MPI Home Video, 1989.	4
Chicken Soup for the Soul. Jack Canfield and Mark Victor Ansen, Health Communication, Inc.; Deerfield Beach, Florida, 1993.	5
"Seeing Another Point of View May Break the Cycle of Anger", St. Louis Post-Dispatch; April 12, 1996.	5
All I Really Needed to Learn I Learned in Kindergarten. Robert Fulgham, Villard Books, New York, 1990	6

Equipment	Lesson#
Overhead projector	All
Flip chart/Whiteboard	All
TV Monitor/VCR	All

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Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Lesson 1
Identifying Workplace Conflicts & Ways of Resolution

Lesson Description

This introductory lesson helps employees identify (1) conflicts within the workplace and (2) ways to resolve conflicts. After employees overview the objectives, they complete a survey (First Activity) that serves a dual purpose:

It **introduces** them to the topic: *resolving conflicts.*

It serves as a basis for small group discussion of the topic.

Employees survey results may be compiled and shared with the class. Then the concept of *consensus* is introduced, along with possible effects of conflict resolution and nonresolution on both employees and their companies.

The Second Activity uses a video to engage participants in conflict and resolution. Employees view enough of the video to see the conflict, but not the resolution. They are now asked to identify the conflict and to predict the resolution. Then employees watch the end of the video, see the resolution, and discuss it briefly. (The video used should be previewed, and the appropriate short sections should be selected beforehand.)

In the Third Activity, employees assume a Dear Abby role as they write and respond to personal and workplace conflicts in their companies. *(This activity has three options. Any, or all, may be adapted or omitted due to time constraints.)*

Homework Assignment: Hand out the Conflict Resolution Log. Ask employees to observe conflicts in their workplace and to make notes of ways these conflicts were managed. *(They will evaluate styles and more effective resolutions in later lessons.)*

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Objectives

By completing this lesson, employees will work in teams to:

1. **Identifying** common workplace conflicts.
2. **Differentiate** between (a) ways of attempted resolution that help and (b) ways that hinder.
3. **Understand** the meaning of consensus.

Materials Needed

Hardware

1. Name tags
2. Paper (2 sheets per employee)
3. Pencils (1 per employee)
4. Overhead projector
5. Transparency markers
6. Flip chart or whiteboard
7. Appropriate markers

Materials Needed

Hardware (continued)

8. TV and VCR
9. A video that depicts a simple conflict and resolution. *(Recommendation: Purchase an I Love Lucy episode such as Decorating the Mertzes Apartment or an equivalent video.)*
10. Small notebook for employee-generated glossary.
11. A Dear Abby column from the local paper.

Forms

"Pretest"

"Learner Enrollment"

Transparencies

"Conflict Resolution Survey" (Transparency 1)

"Common Conflicts/Common Resolutions" (Transparency 2)

"Consensus" (Transparency 3)

"Giving Advice" (Transparency 4)

"Conflict Resolution Log" (Transparency 5)

Materials Needed

Handouts

"Conflict Resolution Survey" (Handout 1)

"Common Conflicts/Common Resolutions" (Handout 2)

"Consensus" (Handout 3)

"Giving Advice" (Handout 4)

"Conflict Resolution Log" (Handout 5)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	15 min.
First Activity- Large Group	20 min.
Second Activity- Large Group	25 min.
Third Activity- Partners (2)	20 min.
Ending- Large Group	10 min.

Key Hardware · Transparencies · Handouts · Large Group · Small Groups · Discussion · Sign-in Sheet

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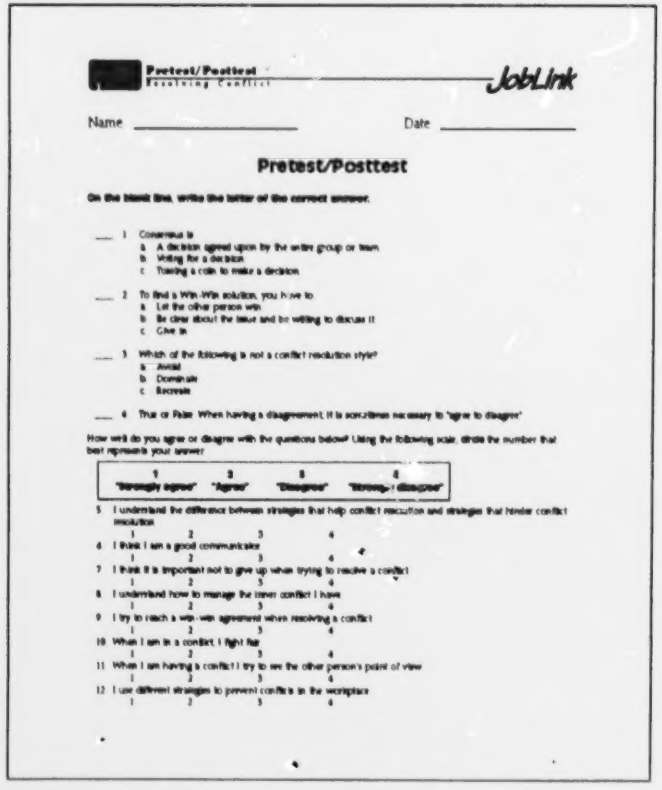


Pretest/Posttest
Resolving Conflict
JobLink

Name _____ Date _____

Pretest/Posttest

On the blank line, write the letter of the correct answer.

___ 1 Consensus is
a. A decision agreed upon by the entire group or team
b. Voting for a decision
c. Tossing a coin to make a decision

___ 2 To find a Win-Win solution, you have to
a. Let the other person win
b. Be clear about the issue and be willing to discuss it
c. Give in

___ 3 Which of the following is not a conflict resolution style?
a. Avoid
b. Dominate
c. Recreate

___ 4 True or False: When having a disagreement, it is sometimes necessary to "agree to disagree"

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

1	2	3	4
"Strongly agree"	"Agree"	"Disagree"	"Strongly disagree"

5 I understand the difference between strategies that help conflict resolution and strategies that hinder conflict resolution
1 2 3 4

6 I think I am a good communicator
1 2 3 4

7 I think it is important not to give up when trying to resolve a conflict
1 2 3 4

8 I understand how to manage the inner conflict I have
1 2 3 4

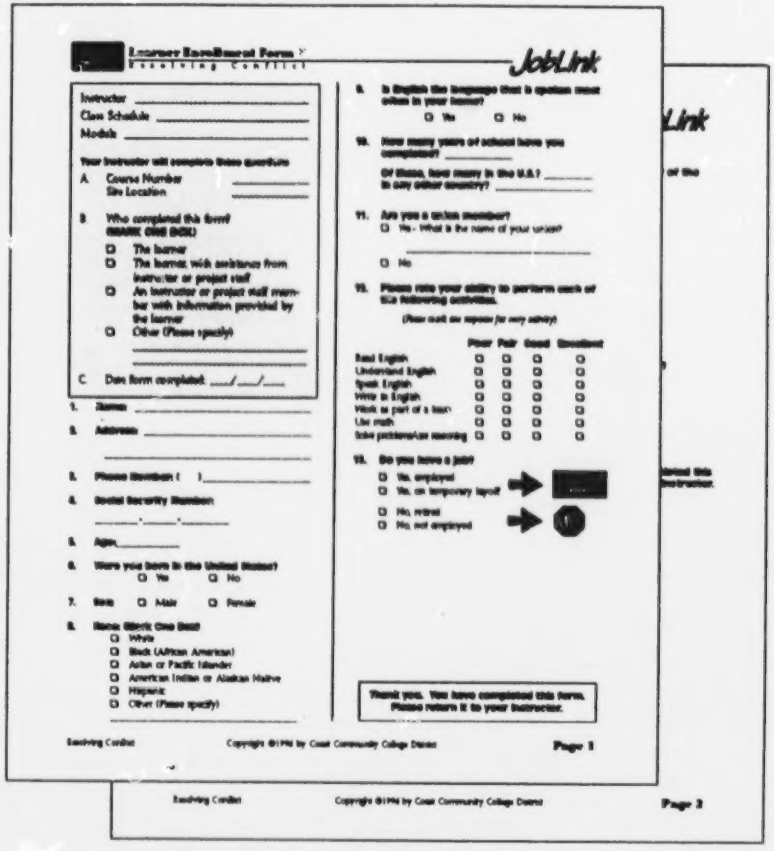
9 I try to reach a win-win agreement when resolving a conflict
1 2 3 4

10 When I am in a conflict, I fight fair
1 2 3 4

11 When I am having a conflict I try to see the other person's point of view
1 2 3 4

12 I use different strategies to prevent conflicts in the workplace
1 2 3 4

Form



Learner Enrollment Form
Resolving Conflict
JobLink

Instructor _____
Class Schedule _____
Module _____

Your instructor will complete these questions

A. Course Number _____
Site Location _____

B. Who completed this form? (MARK ONE BOX)
- ☐ The learner
- ☐ The learner with assistance from instructor or project staff
- ☐ An instructor or project staff member with information provided by the learner
- ☐ Other (Please specify) _____

C. Date form completed: ___/___/___

1. Name _____
2. Address _____
3. Phone Number ( ) _____
4. Social Security Number ___-___-___
5. Age _____
6. Were you born in the United States? ☐ Yes ☐ No
7. Sex ☐ Male ☐ Female
8. Race (Mark One Box)
- ☐ White
- ☐ Black (African American)
- ☐ Asian or Pacific Islander
- ☐ American Indian or Alaskan Native
- ☐ Hispanic
- ☐ Other (Please specify) _____

9. Is English the language that is spoken most often in your home? ☐ Yes ☐ No
10. How many years of school have you completed? _____
Of these, how many in the U.S.? _____
In any other country? _____
11. Are you a union member?
☐ Yes - What is the name of your union? _____
☐ No
12. Please rate your ability to perform each of the following activities.
(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	☐	☐	☐	☐
Understand English	☐	☐	☐	☐
Speak English	☐	☐	☐	☐
Write in English	☐	☐	☐	☐
Work as part of a team	☐	☐	☐	☐
Use math	☐	☐	☐	☐
Solve problems/use reasoning	☐	☐	☐	☐

13. Do you have a job?
- ☐ Yes, employed → [redacted]
- ☐ Yes, on temporary layoff → [redacted]
- ☐ No, retired → 0
- ☐ No, not employed → 0

Thank you. You have completed this form. Please return it to your instructor.

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Form

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Activities

Opening: 15 Minutes

1. **Have** employees sign in and wear name tags.
2. **Introduce** yourself and **welcome** employees.

3. **Introduce** the goal of this module.
4. **Explain** the objectives of todays lesson.

5. **Distribute** "Pretest". **Explain** that the students are not expected to know all of the answers at this point.

6. **Distribute** "Learner Enrollment Form" and **explain** how to fill the form out.
7. **Collect** "Learner Enrollment Forms" and "Pretest".

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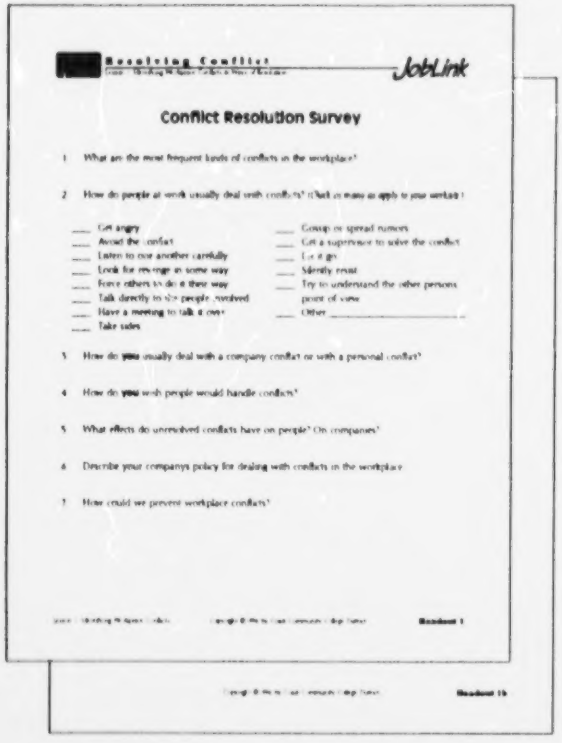

Resolving Conflict JobLink

Conflict Resolution Survey

1. What are the most frequent kinds of conflicts in the workplace?
2. How do people at work usually deal with conflicts? (Check as many as apply to your workplace.)

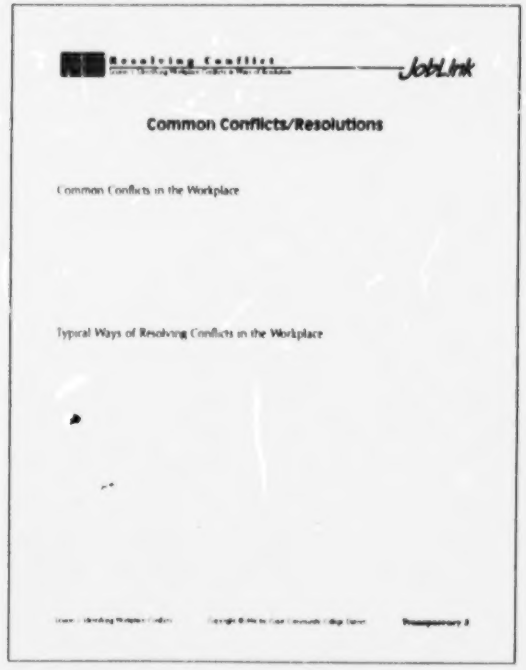
___ Get angry
___ Avoid the conflict
___ Listen to one another carefully
___ Look for revenge in some way
___ Force others to do it their way
___ Talk directly to the people involved
___ Have a meeting to talk it over
___ Take sides
___ Gossip or spread rumors
___ Get a supervisor to solve the conflict
___ Let it go
___ Identify issues
___ Try to understand the other persons point of view
___ Other _____

3. How do **you** usually deal with a company conflict or with a personal conflict?
4. How do **you** wish people would handle conflicts?
5. What effects do unresolved conflicts have on people? On companies?
6. Describe your company's policy for dealing with conflicts in the workplace.
7. How could we prevent workplace conflicts?

Handout 1

Handout 1b

Handout 1a, 1b, Transparency 1a, 1b


Resolving Conflict JobLink

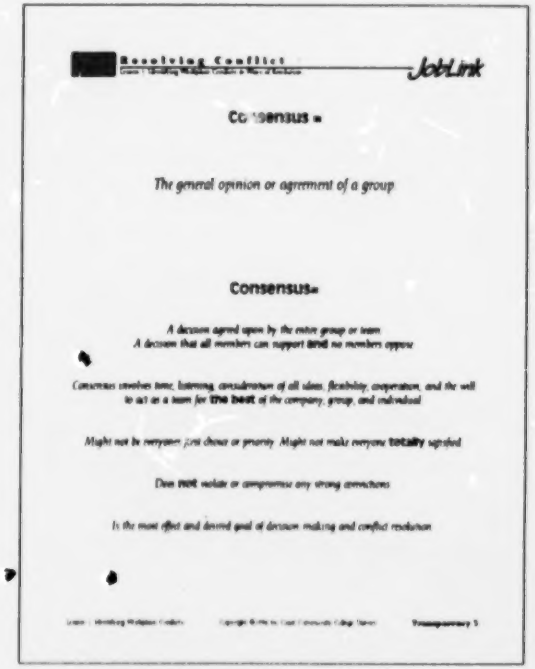
Common Conflicts/Resolutions

Common Conflicts in the Workplace

Typical Ways of Resolving Conflicts in the Workplace

Transparency 2

Handout 2, Transparency 2


Resolving Conflict JobLink

Consensus =

The general opinion or agreement of a group

Consensus=

A decision agreed upon by the entire group or team
A decision that all members can support and no members oppose

Consensus involves time, listening, consideration of all ideas, flexibility, cooperation, and the will to act as a team for **the best** *of the company, group, and individual*

Might not be everyone's first choice or priority. Might not make everyone **totally** *satisfied*

Does **not** *violate or compromise any strong convictions*

Is the most effective and desired goal of decision making and conflict resolution

Transparency 3

Handout 3, Transparency 3

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Activities

First Activity: 20 Minutes

1. **Tell** employees that they are going to participate in a survey.
2. **Encourage** thoughtful, honest responses *(assure them this information will not be used against them as employees).*

(H-1, T-1) Handout Transparency

3. **Distribute** and **project** the "Conflict Resolution Survey".
4. **Explain** and simplify each question to help ESL employees overcome any language obstacles.
5. **Tell** employees to take their time in responding to the survey.

(H-2, T-2) Handout Transparency

6. **Distribute** and **project** "Common Conflicts/Common Resolutions" and **ask** employees for input.

(H-3, T-3) Handout Transparency

7. **Distribute** and **project** "Consensus". **Explain** the meaning of consensus, and ask employees if there is a consensus regarding "Common Conflicts/Common Resolutions".

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Activities

Second Activity: 25 Minutes

1. **Prepare** to show a conflict resolution video (e.g., the *I Love Lucy* episode entitled Redecorating the Mertzes Apartment or a similar video).

2. **Set** the scene for the story. (***Choose*** *a short segment that portrays the conflict. You don't need to show the whole video.)* **Explain** the story line as necessary to fill in earlier scenes that participants will not see. **Prepare** the class to look for the conflict.

3. **Show** the video segment. **Stop** at natural breaks to clarify and to **check** for comprehension among ESL participants periodically, if necessary.

4. **Stop** before the resolution. **Ask** the class to predict the outcome.

5. **Play** the rest of the video. **Begin** a short discussion on the conflict resolution in the video.

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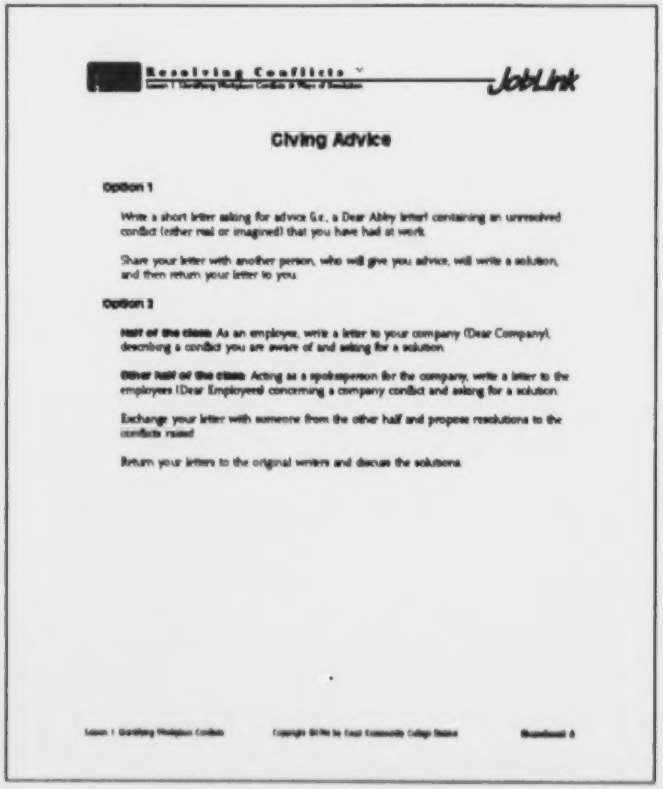

Resolving Conflicts — JobLink

Giving Advice

Option 1

Write a short letter asking for advice (i.e., a Dear Abby letter) containing an unresolved conflict (either real or imagined) that you have had at work.

Share your letter with another person, who will give you advice, will write a solution, and then return your letter to you.

Option 2

Half of the class: As an employee, write a letter to your company (Dear Company), describing a conflict you are aware of and asking for a solution.

Other half of the class: Acting as a spokesperson for the company, write a letter to the employees (Dear Employees) concerning a company conflict and asking for a solution.

Exchange your letter with someone from the other half and propose resolutions to the conflicts raised.

Return your letters to the original writers and discuss the solutions.

Handout 4, Transparency 4

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Activities

Third Activity: 20 Minutes

1. **Distribute** and **project** "Giving Advice".

2. **Follow** the directions in the handout. First, **have** employees work in twos, each with a partner; then divide the class in half. *(Omit any part if time does not permit.)*

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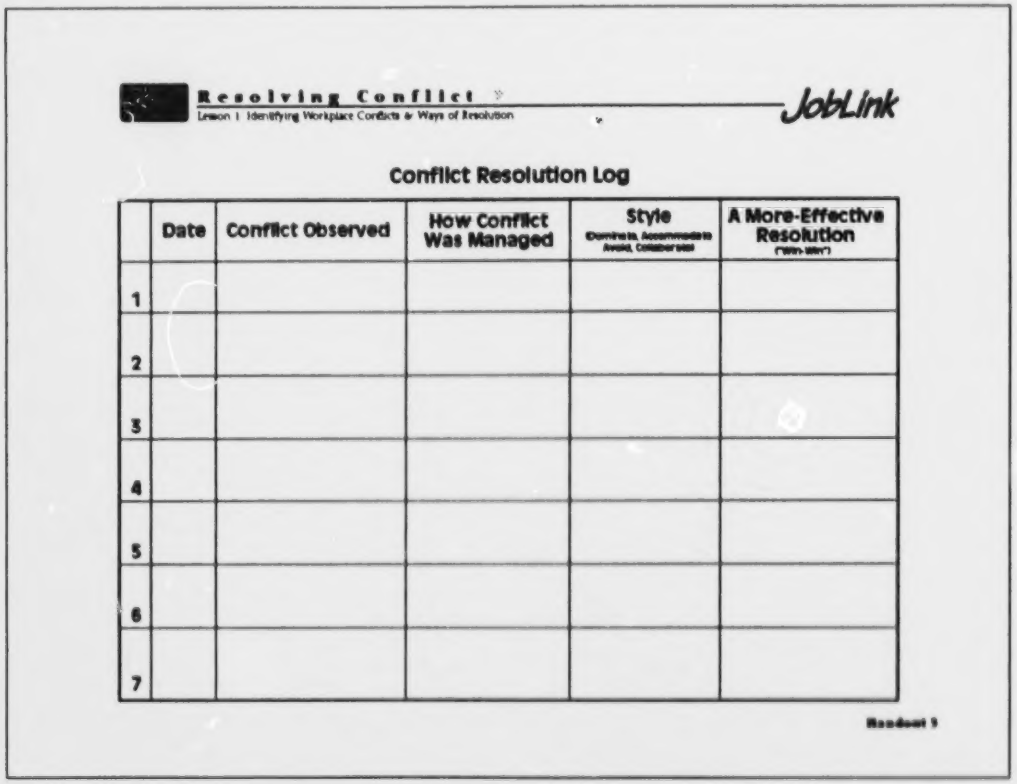

Handout 5, Transparency 5

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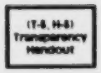
Activities

Ending: 10 Minutes

1. **Review** the objectives of this workshop

2. **Encourage** employees to observe conflicts and resolutions in their workplace and in their personal lives.



3. **Distribute** the "Conflict Resolution Log" and **project** the transparency. **Explain** the categories and **assign** the Log for homework. *(Employees need only to observe and note conflicts and how they were managed; they will evaluate styles and more effective resolutions in future lessons.)*

4. **Tell** employees that they are to bring their Logs to the next session. **Explain** that they are to (a) maintain a running log throughout this whole module and beyond and (b) keep a running Glossary of new words in their small notebooks.

4. **Thank** the employees for coming. **Encourage** a positive attitude about conflicts and resolutions; **stress** that learning conflict-resolution skills will help employees and their companies to be more productive.

5. **Remind** employees of the date and time of the next session.

6. **Say** good-bye.

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Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Lesson 2
Developing a Win-Win Attitude

Lesson Description

This lesson helps employees become aware of how they **manage** conflicts, introduces them to **more-effective** options, and provides practice in **resolving** workplace conflicts.

This lesson opens by comparing the responses of co-workers and supervisors to the surveys assigned as homework in the last session. Next, the objectives of this lesson are introduced.

Employees then evaluate their own styles of managing conflict and are presented a chart with four styles of conflict management. After some self-analysis, employees discuss with a partner their intentions of what they would like to improve.

The **Second** and **Third Activities** give employees practice in working out Win-Win solutions first to workplace scenarios and then to personal applications.

The session ends with a short story and the assigment of the ongoing Conflict Resolution Log.

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Objectives

By completing this lesson, employees will be able to:

1. **Identify** their own conflict-management style.
2. **Understand** Win-Win solutions as better options.
3. **Resolve** some practical/personal workplace conflicts.

Materials Needed

Hardware

1. Pencils (1 per employee)
2. Name tags
3. Overhead projector and whiteboard
4. Transparency markers
5. Additional copies of Handout 5 (from Lesson 1)
6. Glossary notebooks

Transparencies

"A Hole in the Boat" (Transparency 6)
"Win-Win Graph" (Transparency 7)
"Developing a Win-Win Mindset" (Trans. 8)
"Steps Toward Conflict Resolution" (Trans. 9)
"Workplace Conflict Scenarios" (Trans. 10)
"Today's Lesson" (Trans. 11)

Materials Needed

Handouts

"Management of Conflict Self-Evaluation" (Handout 6)
"Win-Win Graph" (Handout 7)
"Developing a Win-Win Mindset" (Handout 8)
"Steps Toward Conflict Resolution" (Handout 9)
"Workplace Conflict Scenarios" (Handout 10)
"Today's Lesson" (Handout 11)
"Conflict Resolution Log" (Handout 5 in Lesson 1)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	15 min.
First Activity- Large Group	15 min.
Second Activity- Partners (2)	25 min.
Third Activity- Sm. Gps. (3-4)	25 min.
Ending- Large Group	10 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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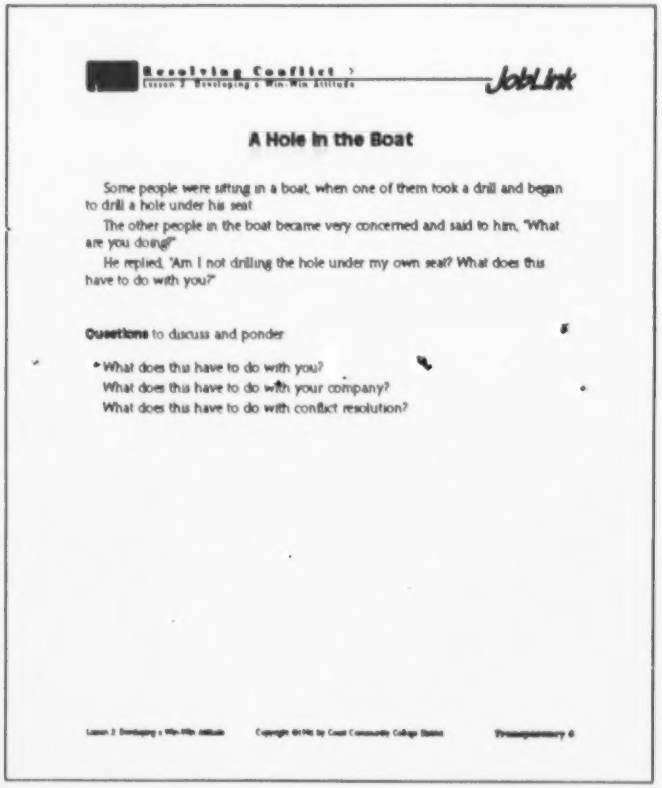
Resolving Conflicts
Lesson 2: Developing a Win-Win Attitude
JobLink
A Hole in the Boat
Some people were sitting in a boat, when one of them took a drill and began to drill a hole under his seat
The other people in the boat became very concerned and said to him, "What are you doing!"
He replied, "Am I not drilling the hole under my own seat? What does this have to do with you?"
Questions to discuss and ponder
• What does this have to do with you?
What does this have to do with your company?
What does this have to do with conflict resolution?

Transparency 6

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Activities

Opening: 15 Minutes

1. **Have** employees sign in and wear name tags.
2. **Review** the main points of the last session.

3. **Project** "Hole in the Boat". Read and **discuss** the questions.

4. **Discuss** and **compare** the observations and entries in the employees "Conflict Resolution Log" homework.

5. **Introduce** the objectives of Lesson 2.

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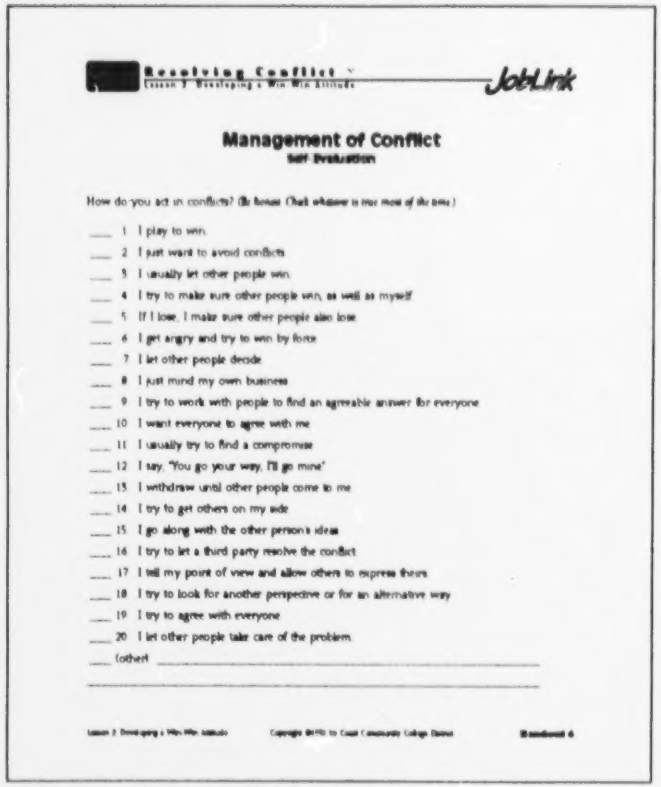


Resolving Conflict — JobLink
Lesson 2: Developing a Win-Win Attitude

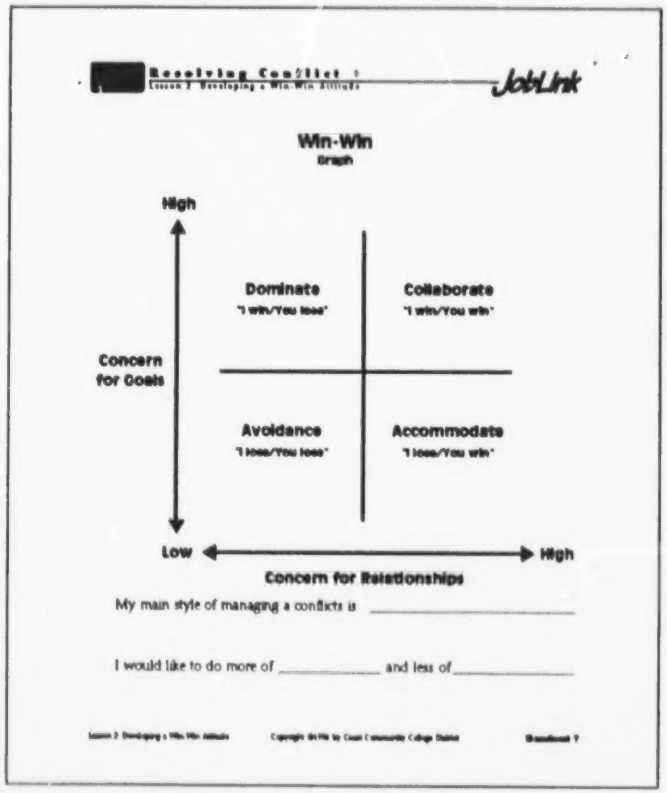
Management of Conflict
Self-Evaluation

How do you act in conflicts? (Be honest. Check whatever is true most of the time.)

___ 1. I play to win.
___ 2. I just want to avoid conflicts.
___ 3. I usually let other people win.
___ 4. I try to make sure other people win, as well as myself.
___ 5. If I lose, I make sure other people also lose.
___ 6. I get angry and try to win by force.
___ 7. I let other people decide.
___ 8. I just mind my own business.
___ 9. I try to work with people to find an agreeable answer for everyone.
___ 10. I want everyone to agree with me.
___ 11. I usually try to find a compromise.
___ 12. I say, "You go your way, I'll go mine."
___ 13. I withdraw until other people come to me.
___ 14. I try to get others on my side.
___ 15. I go along with the other person's ideas.
___ 16. I try to let a third party resolve the conflict.
___ 17. I tell my point of view and allow others to express theirs.
___ 18. I try to look for another perspective or for an alternative way.
___ 19. I try to agree with everyone.
___ 20. I let other people take care of the problem.
___ (other) _____
_____

Lesson 2: Developing a Win-Win Attitude — Copyright ©1996 by Coast Community College District — Handout 6

Handout 6



Resolving Conflict — JobLink
Lesson 2: Developing a Win-Win Attitude

Win-Win
Graph

High

Concern for Goals

Dominate
"I win/You lose"

Collaborate
"I win/You win"

Avoidance
"I lose/You lose"

Accommodate
"I lose/You win"

Low — High

Concern for Relationships

My main style of managing a conflicts is _____

I would like to do more of _____ and less of _____

Lesson 2: Developing a Win-Win Attitude — Copyright ©1996 by Coast Community College District — Transparency 7

Handout 7, Transparency 7

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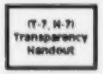
Activities

First Activity: 15 Minutes

1. **Explain** to employees that people manage conflicts differently. **Tell** them they will now begin to evaluate their styles of managing conflict. **Ask** them to be honest about how they most often handle conlict.

2. **Distribute** "Management of Conflict Self-Evaluation" for employees to complete individually.



3. **Distribute** the "Win-Win Graph" and **project** the transparency. **Allow** for questions and clarification.

4. **Ask** employees to complete the bottom statements on the "Win-Win Graph" handout and to discuss their evaluations, their styles, and the graph with a partner.

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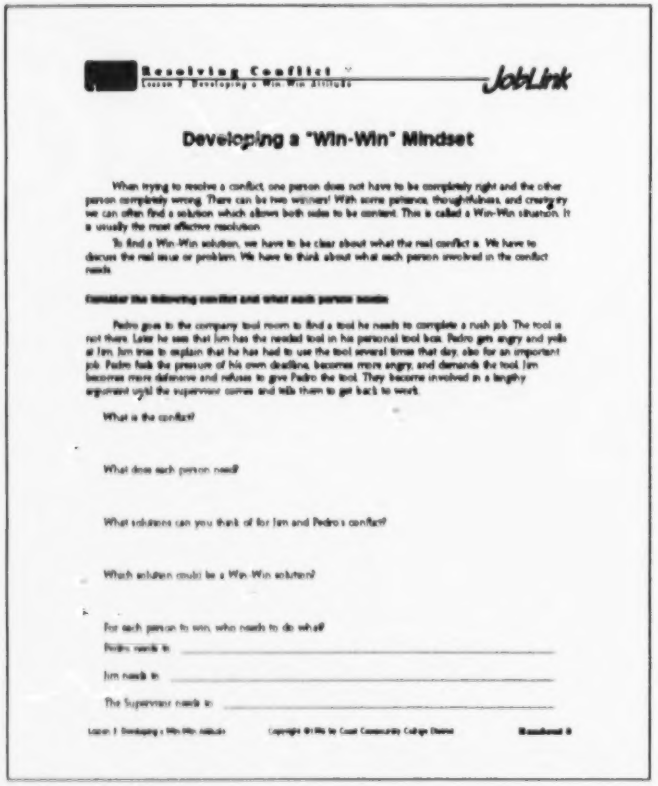

Resolving Conflict — JobLink

Developing a "Win-Win" Mindset

When trying to resolve a conflict, one person does not have to be completely right and the other person completely wrong. There can be two winners! With some patience, thoughtfulness, and creativity we can often find a solution which allows both sides to be content. This is called a Win-Win situation. It is usually the most effective resolution.

To find a Win-Win solution, we have to be clear about what the real conflict is. We have to discuss the real issue or problem. We have to think about what each person involved in the conflict needs.

Consider the following conflict and what each person needs:

Pedro goes to the company tool room to find a tool he needs to complete a rush job. The tool is not there. Later he sees that Jim has the needed tool in his personal tool box. Pedro gets angry and yells at Jim. Jim tries to explain that he has had to use the tool several times that day, also for an important job. Pedro feels the pressure of his own deadline, becomes more angry, and demands the tool. Jim becomes more defensive and refuses to give Pedro the tool. They become involved in a lengthy argument until the supervisor comes and tells them to get back to work.

What is the conflict?

What does each person need?

What solutions can you think of for Jim and Pedro's conflict?

Which solution could be a Win-Win solution?

For each person to win, who needs to do what?

Pedro needs to: _____

Jim needs to: _____

The Supervisor needs to: _____

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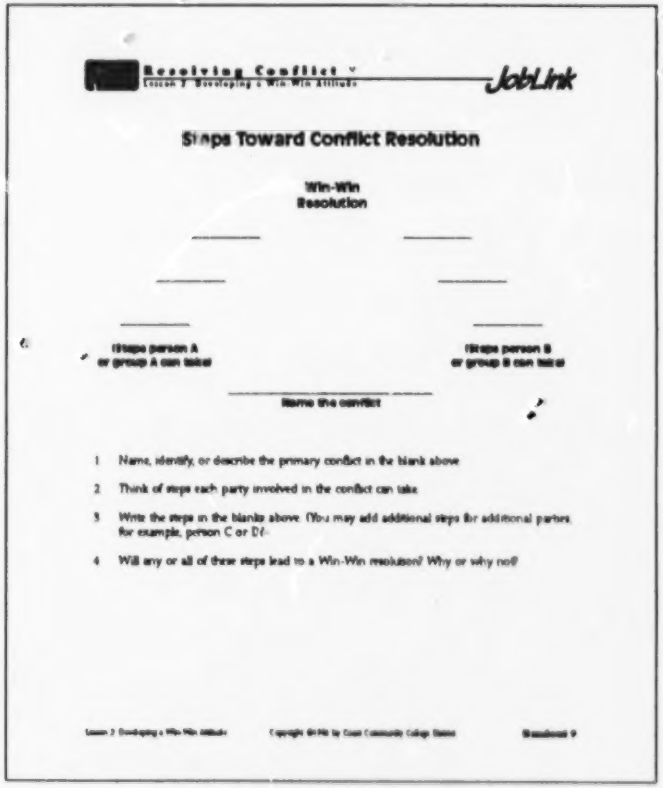
Handout 8, Transparency 8



Resolving Conflict — JobLink

Steps Toward Conflict Resolution

Win-Win Resolution

_____ _____

_____ _____

_____ _____

(Steps person A or group A can take)

(Steps person B or group B can take)

_____

Name the conflict

1. Name, identify, or describe the primary conflict in the blank above.
2. Think of steps each party involved in the conflict can take.
3. Write the steps in the blanks above. (You may add additional steps for additional parties, for example, person C or D).
4. Will any or all of these steps lead to a Win-Win resolution? Why or why not?

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Handout 9, Transparency 9

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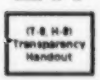
Activities

Second Activity: 25 Minutes

1. **Divide** the class into small groups.



2. **Distribute** "Developing a Win-Win Mindset" and **project** it while groups begin working.
3. **Allow** 10 minutes. Then **ask** each group to share its collective thoughts and to tell whether each group achieved a consensus.
4. **List** on the board (or on a blank transparency, and then project) the conflict(s) and solutions.
5. **Ask** the class to choose the best solution(s); then ask the class to decide if they have a consensus. (Steps 4-5 may be altered or omitted if time is limited.)

6. **Introduce** and **distribute** "Steps Toward Conflict Resolution" as a useful tool in conflict resolution and mediation.

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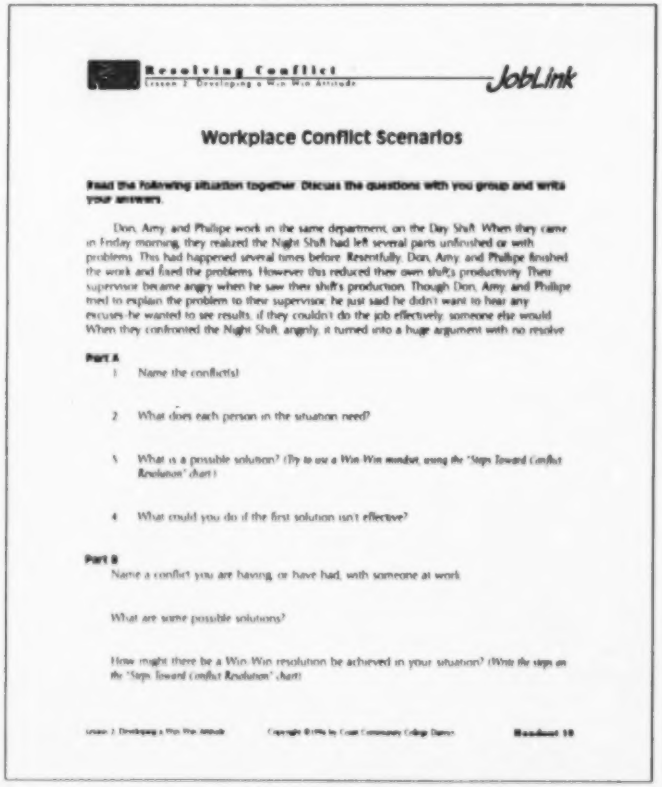

Resolving Conflict
Lesson 2: Developing a Win-Win Attitude
JobLink

Workplace Conflict Scenarios

Read the following situation together. Discuss the questions with you group and write your answers.

Don, Amy, and Philipe work in the same department, on the Day Shift. When they came in Friday morning, they realized the Night Shift had left several parts unfinished or with problems. This had happened several times before. Resentfully, Don, Amy, and Philipe finished the work and fixed the problems. However, this reduced their own shift's productivity. Their supervisor became angry when he saw their shift's production. Though Don, Amy, and Philipe tried to explain the problem to their supervisor, he just said he didn't want to hear any excuses--he wanted to see results, if they couldn't do the job effectively, someone else would. When they confronted the Night Shift, angrily, it turned into a huge argument with no resolve.

Part A

1. Name the conflict(s).
2. What does each person in the situation need?
3. What is a possible solution? (*Try to use a Win-Win mindset, using the "Steps Toward Conflict Resolution" chart.*)
4. What could you do if the first solution isn't effective?

Part B

Name a conflict you are having, or have had, with someone at work.

What are some possible solutions?

How might there be a Win-Win resolution be achieved in your situation? (*Write the steps on the "Steps Toward Conflict Resolution" chart.*)

Lesson 2: Developing a Win-Win Attitude Copyright ©1996 by Coast Community College District Handout 10

Handout 10, Transparency 10

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Activities

Third Activity: 25 Minutes

1. **Distribute** "Workplace Conflict Scenarios" and **project** it for the same groups to work on (Part A). (If time is a factor, choose one scenario or use a class-generated scenario instead.) **Explain** that the goal is to reach a consensus on a Win-Win resolution.

2. **List** solutions on the board, and **try** to reach a class consensus on a Win-Win resolution or resolutions. Use the "Steps Toward Conflict Resolution" transparency as a demonstration.

3. **Ask** employees to do Part B individually, including Steps, and then to share their written thoughts and answers with a partner *(the same partner as in step 4 of the First Activity)*.

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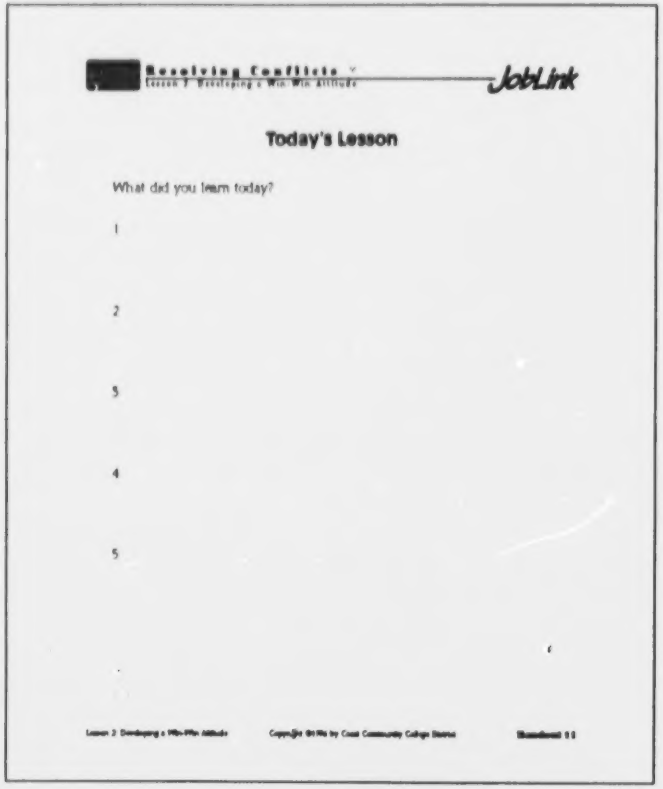

Handout 11, Transparency 11

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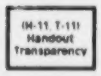
Activities

Ending: 10 Minutes



1. **Review** the objectives of this lesson. **Distribute** and **project** "Today's Lesson". Have students come up with main points learned in today's lesson.

2. **Encourage** the continued use of the "Conflict Resolution Log" for daily observation and entry, and now add evaluations as part of the assignment, as well continued use of new word Glossaries.

3. **Remind** the class of the day and time of the next session.

4. **Say** good-bye.

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JobLink

Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Lesson 3
Tools for Conflict Resolution

Lesson Description

This lesson helps employees evaluate and improve their communication skills in order to sharpen the two most essential tools needed in conflict resolution: listening and speaking.

To set the tone for exploring good listening and speaking skills, this lesson opens with Abbot and Costello's Who's on First? routine, a humorous classic of confused communication.

The **First** and **Second Activities** help employees identify characteristics of good listeners and effective speakers in relation to personal and company ROI. In small groups, employees evaluate their own communication skills and their companies', they determine strengths and weaknesses, and they identify areas of desired improvement.

The **Third** and **Fourth Activities** serve as a bridge from the previous workshop, making use of the employees' observations from their "Conflict Resolution Log." Here they have the opportunity to speak and listen, and to evaluate their skills with a partner.

The **Fifth Activity** gives special attention to particular communication conflicts presented by English as Second Language and cross-cultural communication needs. (Depending on class needs and language skill levels, the whole or portions may be adapted, omitted, or used at the end of the module.)

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Objectives

By completing this lesson, employees will be able to:

1. **Identify** and improve effective speaking and listening skills.
2. **Make** use of their communication tools in conflict resolutions.
3. **Improve** communication and understanding among employees who are native English speakers, employees who speak English as a Second Language, and employees who are from differing cultures.

Materials Needed

Hardware

1. Pencils (1 per employee)
2. Overhead
3. Transparency markers
4. Name tags

Materials Needed

Hardware (continued)

5. Video: Who's on First?
   (Recommendation: Purchase this video of Abbot & Costello's routine or a similar illustration of confused communication.)
6. Index cards (3x5) (1 per employee)
7. Blank transparencies
8. TV and VCR

Handouts

"Think of Someone Who..." (Handout 12)
"Characteristics of a Good Communicator" (Handout 13)
"ROI/Communication Skills" (Handout 14)
"Communication Tips" (Handout 15)
"Communication Evaluation" (Handout 16)
"My First Impression" (Handout 17)
"ESL and Cross-Cultural Communication" (Handout 18a, b, c, d)
More copies of "Conflict Resolution Log" (Handout 5 in Lesson 1)

Materials Needed

Transparencies

"Think of Someone Who..." (Trans. 12)
"Characteristics of a Good Communicator" (Transparency 13)
"ROI/Communication Skills" (Trans. 14)
"Communication Tips" (Trans. 15)
"Communication Evaluation" (Transparency 16)
"My First Impression" (Trans. 17)
"ESL and Cross-Cultural Communication" (Trans. 18a, b, c, d)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	15 min.
First Activity- Large Group	5 min.
Second Activity- Small Groups	20 min.
Third Activity- Individually	10 min.
Fourth Activity- Partners (2)	20 min.
Fifth Activity- Large Group	15 min.
Ending- Individually	5 min.

Key Hardware 61 | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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Activities

Opening: 15 Minutes

1. **Have** employees sign in and wear name tags.
2. **Play** Who's on First? video. ***(Preview** the video to become familiar with it and to time it.)*

3. **Discuss** Abbot & Costello's communication problem/conflict.

4. **Introduce** the objectives of this lesson in the context of the overall module and of the first two lessons.

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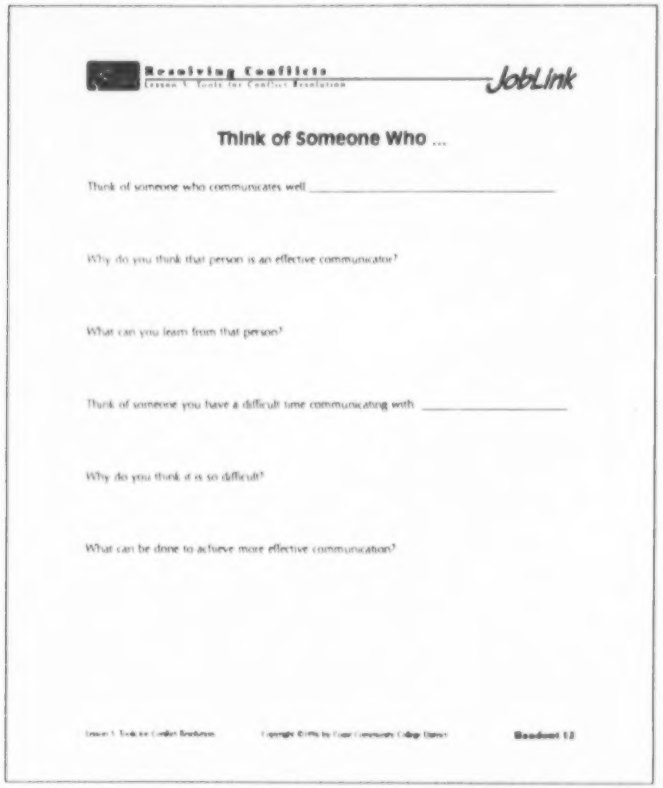

Resolving Conflicts
Lesson 3: Tools for Conflict Resolution
JobLink

Think of Someone Who ...

Think of someone who communicates well _____

Why do you think that person is an effective communicator?

What can you learn from that person?

Think of someone you have a difficult time communicating with _____

Why do you think it is so difficult?

What can be done to achieve more effective communication?

Lesson 3: Tools for Conflict Resolution Copyright ©1996 by Coast Community College District Handout 12

Handout 12, Transparency 12

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Activities

First Activity: 5 Minutes

1. **Project** and **distribute** "Think of Someone Who...". **Have** each employee fill out the questionnaire. Then **use** the completed questionnaires to start employees thinking about the following group work.

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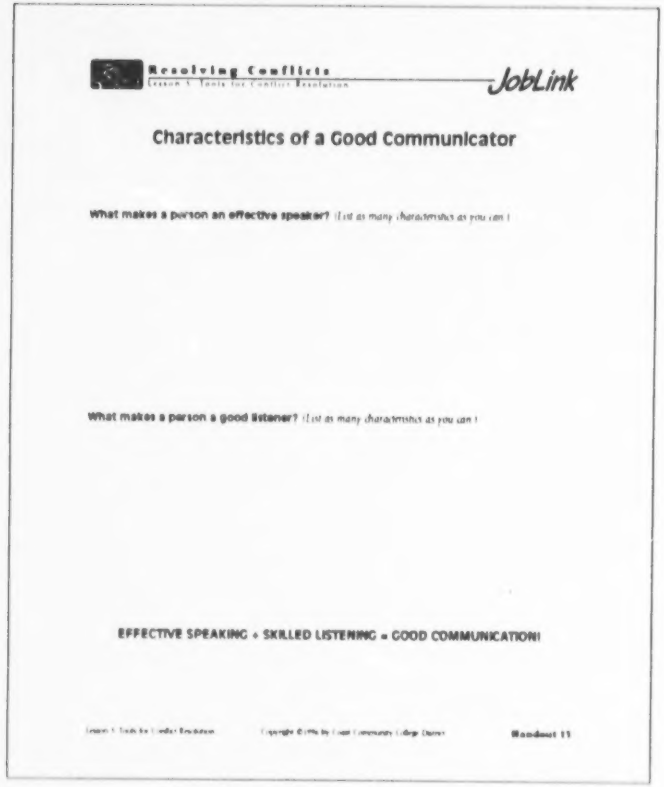
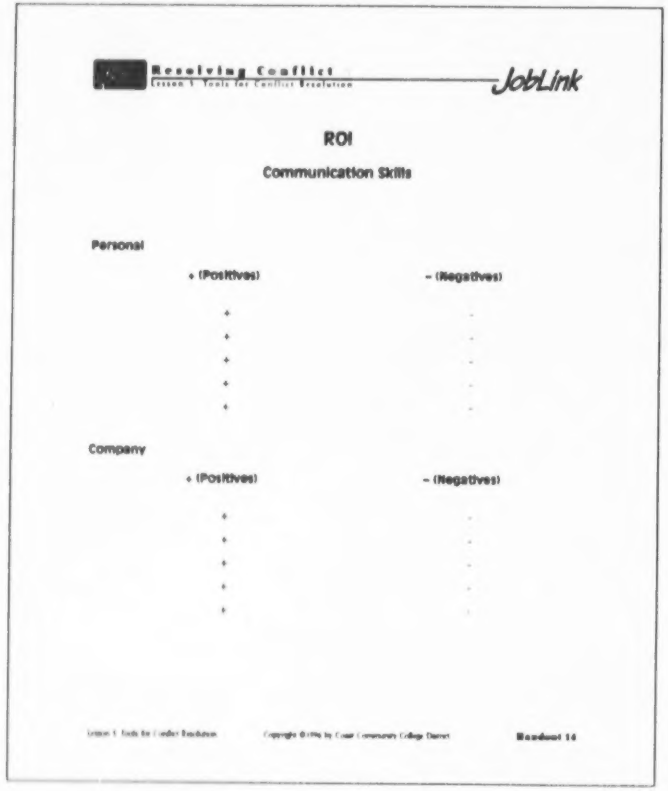

Resolving Conflicts
JobLink
Characteristics of a Good Communicator
What makes a person an effective speaker? (List as many characteristics as you can.)
What makes a person a good listener? (List as many characteristics as you can.)
EFFECTIVE SPEAKING + SKILLED LISTENING = GOOD COMMUNICATION!

Handout 13, Transparency 13



Handout 14, Transparency 14

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Activities

Second Activity: 20 Minutes

1. **Divide** class into groups of 3 or 4.

2. **Distribute** "Characteristics of a Good Communicator". **Ask** groups to discuss their answers as a group.

3. **Have** each group share its answers with the whole class. **Project** the transparency "Characteristics of a Good Communicator":, and **write down** the answers as given by the groups.

4. **Ask** if everyone agrees on a definition of a good communicator. If so, identify the definition on the board or on the transparency. *(Adapt steps 3 and 4 as needed if time is limited.)*

5. **Project** "ROI/Communication Skills" and **distribute** it. **Ask** for (a) personal ROI of good communication skills (+) and (b) company ROI of good communication skills (+). Then **ask** for the negative effects (–) of poor personal and corporate communication skills.

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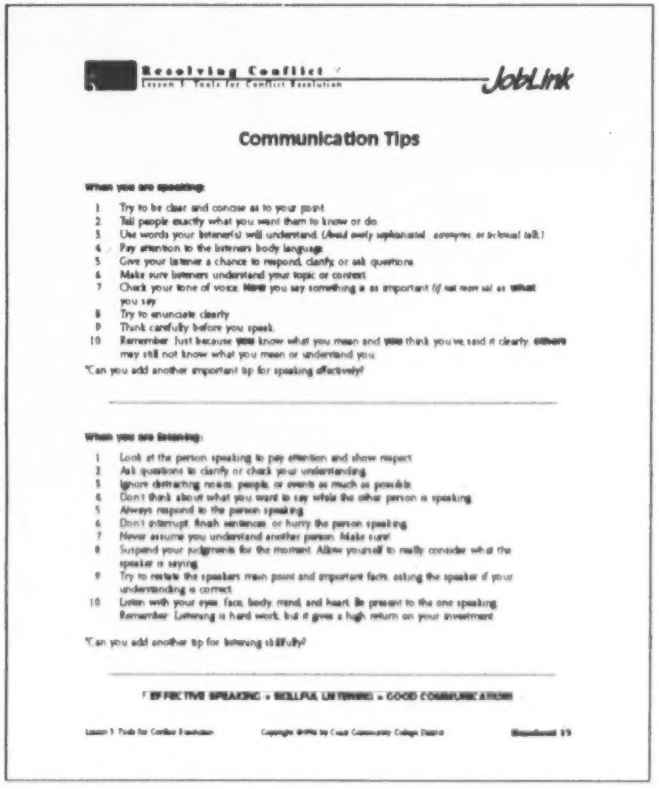

Resolving Conflict — JobLink

Communication Tips

When you are speaking:

1. Try to be clear and concise as to your point.
2. Tell people exactly what you want them to know or do.
3. Use words your listener(s) will understand. (Avoid overly sophisticated, acronyms, or technical talk.)
4. Pay attention to the listeners body language.
5. Give your listener a chance to respond, clarify, or ask questions.
6. Make sure listeners understand your topic or context.
7. Check your tone of voice. **How** you say something is as important (if not more so) as **what** you say.
8. Try to enunciate clearly.
9. Think carefully before you speak.
10. Remember: Just because **you** know what you mean and **you** think you've said it clearly, **others** may still not know what you mean or understand you.

"Can you add another important tip for speaking effectively?

When you are listening:

1. Look at the person speaking to pay attention and show respect.
2. Ask questions to clarify or check your understanding.
3. Ignore distracting noises, people, or events as much as possible.
4. Don't think about what you want to say while the other person is speaking.
5. Always respond to the person speaking.
6. Don't interrupt, finish sentences, or hurry the person speaking.
7. Never assume you understand another person. Make sure!
8. Suspend your judgments for the moment. Allow yourself to really consider what the speaker is saying.
9. Try to restate the speakers main point and important facts, asking the speaker if your understanding is correct.
10. Listen with your eyes, face, body, mind, and heart. Be present to the one speaking. Remember: Listening is hard work, but it gives a high return on your investment.

"Can you add another tip for listening skillfully?

EFFECTIVE SPEAKING + SKILLFUL LISTENING = GOOD COMMUNICATION

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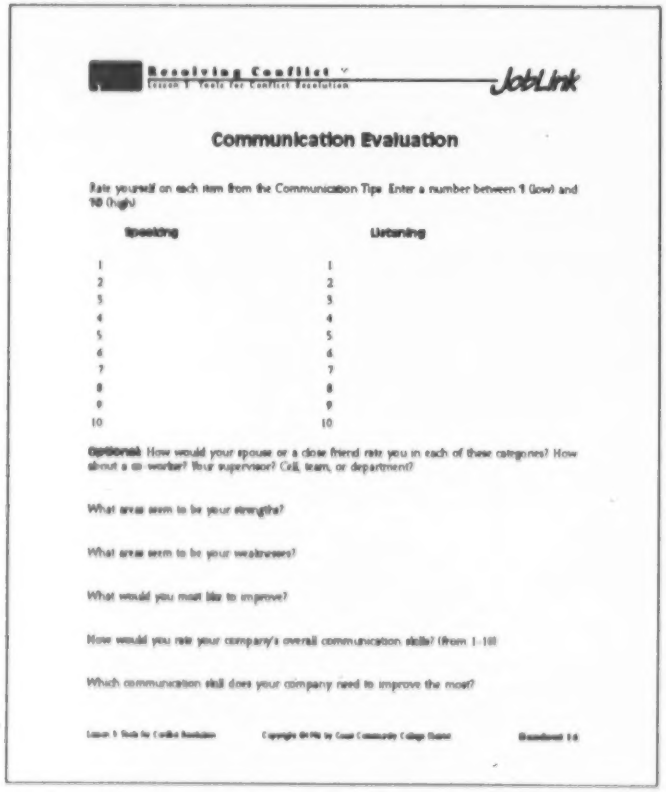
Handout 15, Transparency 15



Resolving Conflict — JobLink

Communication Evaluation

Rate yourself on each item from the Communication Tips. Enter a number between 1 (low) and 10 (high).

Speaking	Listening
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10

Optional: How would your spouse or a close friend rate you in each of these categories? How about a co-worker? Your supervisor? Cell, team, or department?

What areas seem to be your strengths?

What areas seem to be your weaknesses?

What would you most like to improve?

How would you rate your company's overall communication skills? (From 1-10)

Which communication skill does your company need to improve the most?

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Handout 16, Transparency 16

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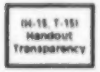
Activities

Third Activity: 10 Minutes



1. **Distribute** "Communication Tips", **project** it, and read it aloud, clarifying points as necessary.

2. **Distribute** and **project** "Communication Evaluations". **Have** employees read and complete individually.

3. **Discuss** what each employee can do to improve her or his speaking and listening skills. (An option for limited English speakers might be the introduction of useful "Feelings/Emotions" vocabulary.)

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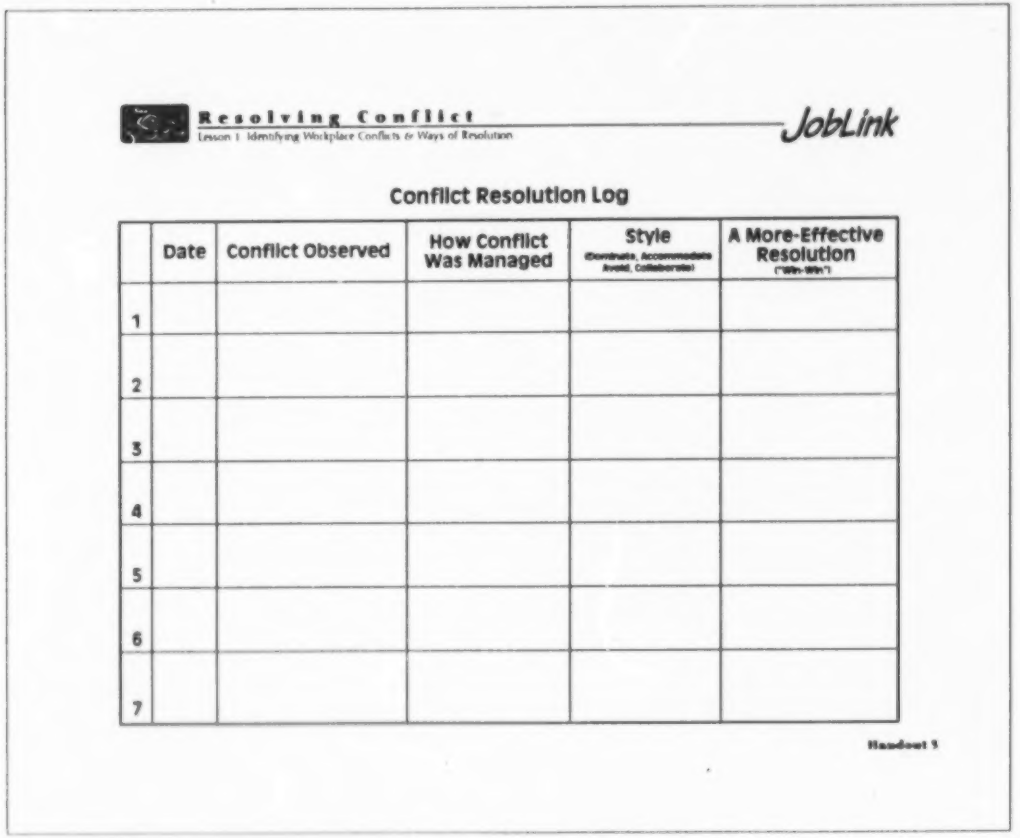

Resolving Conflict
Lesson 1: Identifying Workplace Conflicts & Ways of Resolution
JobLink

Conflict Resolution Log

	Date	Conflict Observed	How Conflict Was Managed	Style (Dominate, Accommodate, Avoid, Collaborate)	A More-Effective Resolution ("Win-Win")
1					
2					
3					
4					
5					
6					
7					

Handout 5

Handout 5, Transparency 5

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Activities

Fourth Activity: 20 Minutes

1. **Have** employees use their "Conflict Resolution Log" and choose one event to tell a partner. *(Employees who haven't done their homework can tell events from memory.)*

2. **Ask** the partners to listen carefully, write simple notes if they wish, and then say back what has been spoken.

3. **Direct** the partners to work together (a) to evaluate their communication effectiveness (based on their understanding the main point, the important facts, and the correct sequence) and (b) to rate themselves on a scale of 0 ("no understanding") to 10 ("complete understanding").

4. **Instruct** partners to reverse their roles and then repeat steps 1-3 *(may be adapted for time constraints).*

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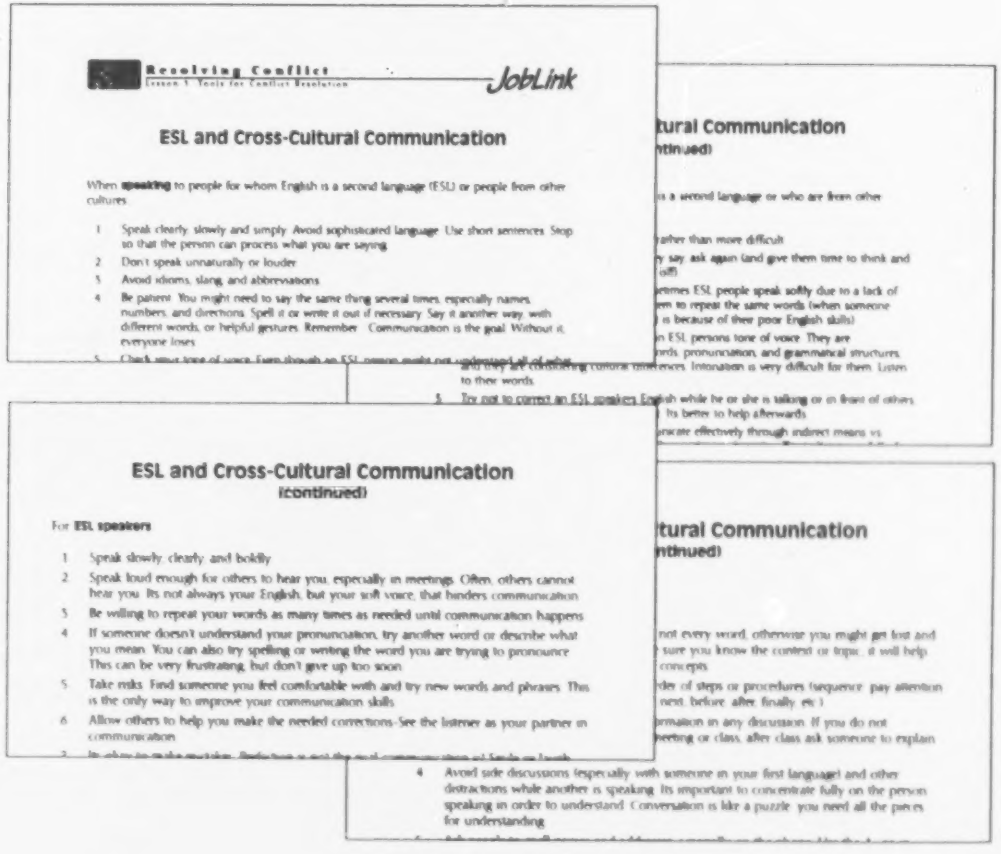
Resolving Conflict — JobLink

My First Impression

I came to the U.S. in 1986. My first impression was that I felt freedom, but lonely when I got home. On my first day here, I walked down the street. I felt hungry, so I stopped by a little snack shop to get something to eat. I gave my order. A hamburger and coke can. A cop was standing by the order window. He heard my order, looked at me, and asked: What do you want? I said, A hamburger and Coke can. He said, What, cocaine! The snack shop owner heard this and got scared. No cocaine sold here! he said. The cop came over to me and asked again, What do you want? I repeated, A Coke can, a Coke in can. Then everyone looked at me and laughed. They said, Next time, don't do it again. I felt embarrassed and left. I've never forgotten my first day in the U.S.

Handout 17, Transparency 17



Resolving Conflict — JobLink

ESL and Cross-Cultural Communication

When **speaking** to people for whom English is a second language (ESL) or people from other cultures:

1. Speak clearly, slowly and simply. Avoid sophisticated language. Use short sentences. Stop so that the person can process what you are saying.
2. Don't speak unnaturally or louder.
3. Avoid idioms, slang, and abbreviations.
4. Be patient. You might need to say the same thing several times, especially names, numbers, and directions. Spell it or write it out if necessary. Say it another way, with different words, or helpful gestures. Remember: Communication is the goal. Without it, everyone loses.
5. Check your tone of voice. Even though an ESL person might not understand all of what you say, they are continuing cultural differences. Intonation is very difficult for them. Listen to their words.
5. Try not to correct an ESL speakers English while he or she is talking or in front of others. It's better to help afterwards.

ESL and Cross-Cultural Communication
(continued)

For **ESL speakers**

1. Speak slowly, clearly, and boldly.
2. Speak loud enough for others to hear you, especially in meetings. Often, others cannot hear you. Its not always your English, but your soft voice, that hinders communication.
3. Be willing to repeat your words as many times as needed until communication happens.
4. If someone doesn't understand your pronunciation, try another word or describe what you mean. You can also try spelling or writing the word you are trying to pronounce. This can be very frustrating, but don't give up too soon.
5. Take risks. Find someone you feel comfortable with and try new words and phrases. This is the only way to improve your communication skills.
6. Allow others to help you make the needed corrections. See the listener as your partner in communication.

tural Communication
ntinued)

4. Avoid side discussions (especially with someone in your first language) and other distractions while another is speaking. Its important to concentrate fully on the person speaking in order to understand. Conversation is like a puzzle: you need all the pieces for understanding.

Handout 18 a, b, c, d
Transparency 18 a, b, c, d

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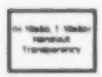
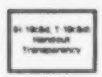
Activities

Fifth Activity: 15 Minutes (Optional)

1. **Explain** the special communication needs and conflicts that are presented in communication situations involving employees who are native English speakers, employees who speak English as their second language (ESL), and employees who are from different cultures. *(Transparency 18A and Handout 18A are suitable for higher language skill levels and supervisors. Transparency 18B and Handout 18B are useful with limited-English classes)*

2. **Distribute** "My First Impression" and read it aloud to the class. Afterward, **ask** employees if they have had similar experiences. *(Option: Use this as a writing assignment.)*

3. **Distribute** "ESL and Cross-Cultural Communication" and **read** it to the class.

4. **Encourage** comments, clarifications, and questions.

5. **Ask** for further constructive insights that might facilitate better communication between differing languages and cultures.

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Activities

Ending: 5 Minutes

1. **Review** the objectives of this lesson.

2. **Distribute** the index cards. **Instruct** employees as follows: "On one side, write '1 thing I learned today'; on the other side, '1 thing I would like to work on improving.'"

3. **Remind** employees of the date and time of the next session. Also **remind** them to continue observing and noting conflicts and resolutions in the workplace and to make new entries *(and review previous ones)* in their Glossaries.

4. **Collect** employees' cards as you **say** good-bye.

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JobLink

Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Lesson 4
How to Have a Fair Fight

Lesson Description

This lesson helps employeess to disagree respectfully, argue constructively, and minimize conflict damage so as to provide further opportunities for resolution.

The **First Activity** gives small groups the responsibility to come up with "Rules for a Fair Fight." Their rules or guidelines are shared with the whole class in an attempt to reach consensus.

The **Second Activity** presents a film clip of a conflict; employees then evaluate each character in light of their "Rules for a Fair Fight" and the "Win-Win Graph."

The **Third Activity** utilizes the employees' ongoing "Conflict Resolution Logs" in a partnered evaluation of the "Rules for a Fair Fight."

The **Fourth Activity** simulates a conflict that offers the opportunity to practice using the the agreed-upon "Rules." After the simulated conflict, employees have an opportunity to incorporate special tips into the "Rules."

Finally, strategies are presented to help minimize conflict damage and create opportunities for future Win-Win resolutions.

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Objectives

By completing this lesson, employees will be able to:

1. **Create** and **use** "Rules for a Fair Fight," guidelines for respectful disagreement in conflict resolution.
2. **Apply** these "Rules" to the workplace so as to minimize conflict damage.
3. **Create** ways to handle conflict resolution in the future.

Materials Needed

Hardware

1. Name tags
2. Pencils (1 per employee)
3. Overhead
4. Whiteboard or flip chart
5. Markers
6. Video clip
7. TV and VCR
8. Extra copies of the "Conflict Resolution Log" (Handout 5 in Lesson 1)
9. Video(s) portraying a conflict. *(Recommendation: Purchase an old Honeymooners video or a similar video that presents a conflict. Review the episode and select from it a short segment for use in class.)*

Transparencies

"A Dog-Eat-Dog World" (Transparency 19)
"Rules for a Fair Fight" (Transparency 20)
"Past Conflict Evaluation" (Trans. 21)
"Tips for Disagreements" (Transparency 22)
"Strategies" (Transparency 23)

Materials Needed

Handouts

"A Dog-Eat-Dog World" (Handout 19)
"Rules for a Fair Fight" (Handout 20)
"Past Conflict Evaluation" (Handout 21)
"Tips for Disagreements" (Handout 22)
"Strategies" (Handout 23)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Small Groups	20 min.
Second Activity- Large Group	10 min.
Third Activity- Pairs	15 min.
Fourth Activity- Small Groups	20 min.
Fifth Activity- Large Group	10 min.
Ending- Large Group	5 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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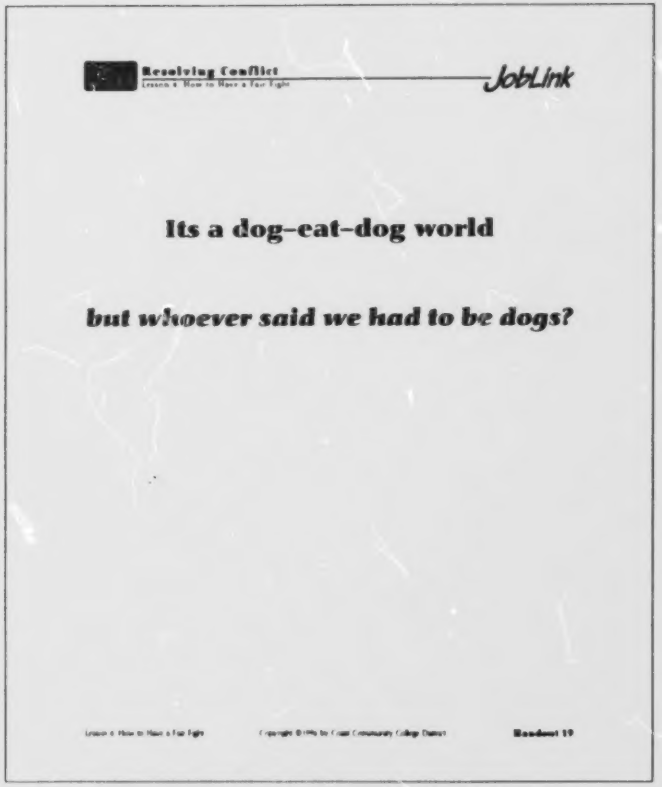

Handout 19, Transparency 19

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Activities

Opening: 10 Minutes

1. **Have** employees sign in and wear name tags.

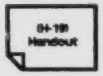
2. **Welcome** everyone. **Remind** employees of the topic and the goal.

3. **Project** *only the top half* of "A Dog-Eat-Dog World" on the overhead. **Read** the phrase aloud; then **ask** employees for its meaning.

4. Now **uncover** the bottom half of the transparency and **discuss** the meaning of the question.

5. **Introduce** the following lesson:

> "That which distinguishes humans from animals is the ability to reason, discuss, and disagree without destroying one another.
>
> "In trying to resolve conflicts by making use of effective communication tools, what happens if we still disagree and cannot resolve the conflict?"



6. **Explain** the objectives of this lesson and **distribute** "A Dog-Eat-Dog World". *(Option: Distribute this handout at the end as a conclusion to the lesson.)*

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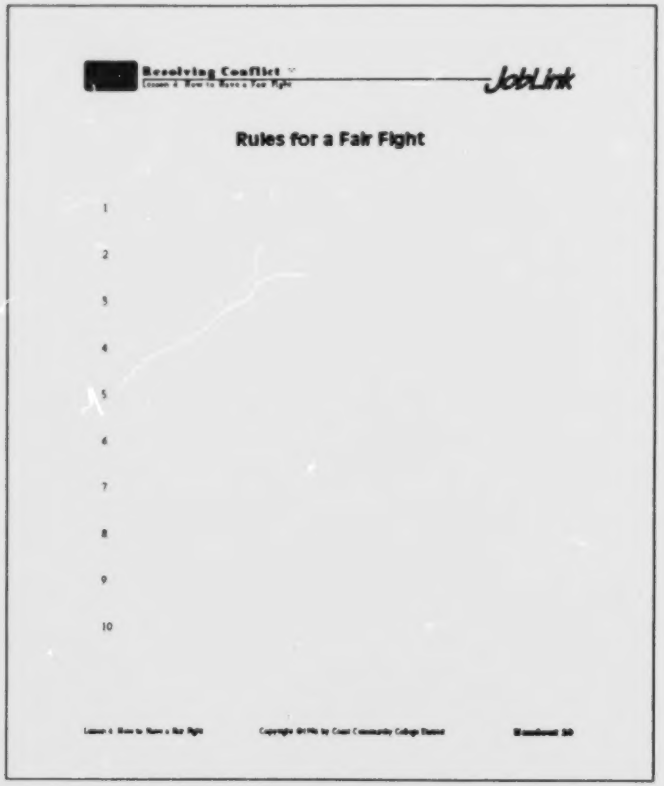

Handout 20, Transparency 20

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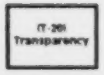
Activities

First Activity: 20 Minutes

1. **Divide** the class into small groups.

2. **Distribute** "Rules for a Fair Fight" and **ask** the groups to come up with "Rules" *(that is, with guidelines for arguments, disagreements, and conflicts).*

3. **Have** groups share their "Rules" with the whole class.



4. **Write** the combined "Rules" or guidelines on the board, or list them on the transparency.

5. **Ask** employees if they agree or disagree with each guideline. *(Omit steps 5 and 6 if time does not permit.)*

6. **Ask** participants whether they reached a consensus on the "Rules for a Fair Fight."

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Activities

Second Activity: 10 Minutes

1. Show a short video clip of characters in conflict *(for example, a clip from a Honeymooners episode)*. The purpose is to show various ways that differing characters try to manage disagreement.

2. **Ask** the following questions after employees view the video:
   - Was this a "fair fight"? Why, or why not?
   - What are the conflict management styles (Dominator, Avoider, etc.) of each characters?
   - How could they resolve this conflict with a Win-Win solution?

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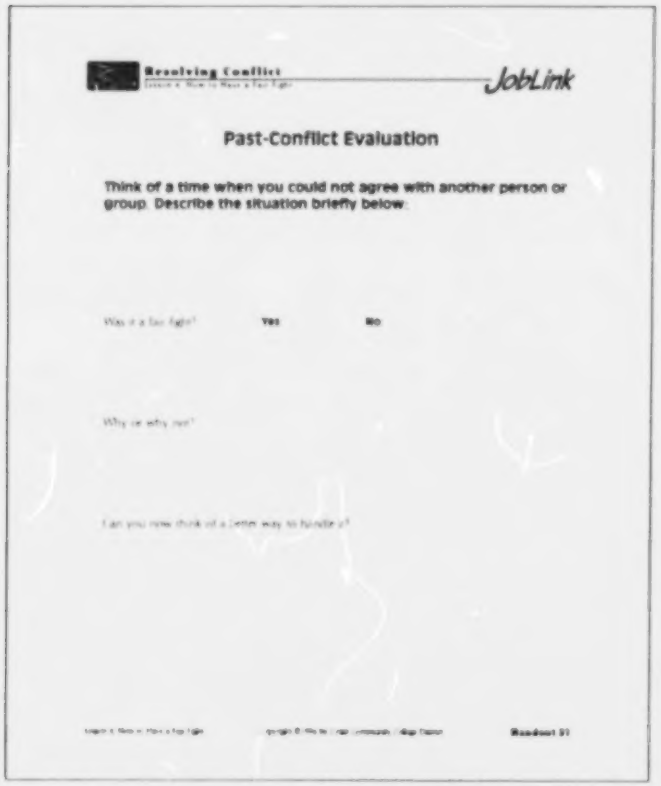


Resolving Conflict — JobLink

Past-Conflict Evaluation

Think of a time when you could not agree with another person or group. Describe the situation briefly below:

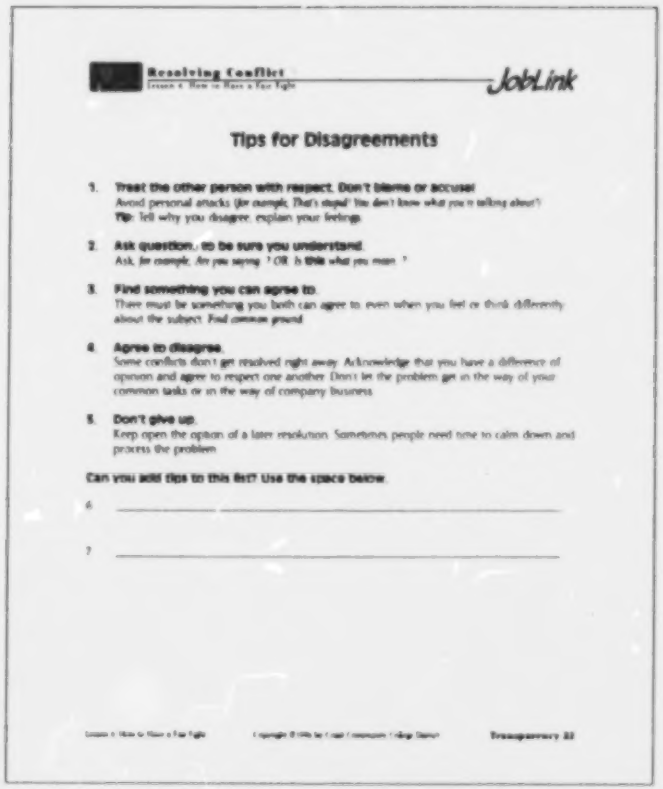
Was it a fair fight? **Yes** **No**

Why or why not?

Can you now think of a better way to handle it?

Handout 21

Handout 21, Transparency 21



Resolving Conflict — JobLink

Tips for Disagreements

1. **Treat the other person with respect. Don't blame or accuse!**
   Avoid personal attacks (*for example,* That's stupid! You don't know what you're talking about!)
   Tip: Tell why you disagree, explain your feelings.
2. **Ask questions, to be sure you understand.**
   Ask, *for example, Are you saying ? OR Is this what you mean ?*
3. **Find something you can agree to.**
   There must be something you both can agree to, even when you feel or think differently about the subject. *Find common ground.*
4. **Agree to disagree.**
   Some conflicts don't get resolved right away. Acknowledge that you have a difference of opinion and agree to respect one another. Don't let the problem get in the way of your common tasks or in the way of company business.
5. **Don't give up.**
   Keep open the option of a later resolution. Sometimes people need time to calm down and process the problem.

Can you add tips to this list? Use the space below.

6. _____

7. _____

Transparency 22

Handout 22, Transparency 22

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Activities

Third Activity: 15 Minutes

1. **Tell** employees to use their ongoing "Conflict Resolution Logs" to evaluate the conflicts they have observed according to "Rules for a Fair Fight." **Ask** them to label actions **F** for *"fair"* and **U** for *"unfair."*

2. **Ask** employees to **explain** their markings to a partner.

(H-21, T-21) Handout Transparency

3. **Project and Distribute** "Past Conflict Evaluation". **Ask** employees to answer the questions and to share their answers with the same partner.

(H-22, T-22) Handout Transparency

4. **Project and Distribute** "Tips for Disagreements". Then read each tip aloud and allow a short time for discussing, adding, questioning, and clarifying.

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Activities

Fourth Activity: 20 Minutes (Optional)

1. **Divide** employees into small groups.

2. **Explain** that employees will simulate a conflict, using one from their "Conflict Resolution Log" (that is, from their past experience). Before they act out their conflicts, **Instruct** employees to explain the conflict situation and describe the conflict characters to their group.

3. **Tell** groups to choose two *actors*. The rest of the employees function as both *observers* and *interveners*. One actor's role is to break at least three of the "Rules for a Fair Fight"; the other actor must adhere to the rules. The observers note the broken rules, intervene in the conflict, and lead a discussion on the guidelines that were violated and how to resolve the conflict in a Win-Win fashion.

4. **Reverse** the actor and observer roles:
   a. **Tell** the former actors to choose another topic from their "Logs" and to assume the role of observers, notetakers, interveners, and discussion leaders.

   b. **Tell** the former observers to assume the roles of actors in the new conflict, following the instructions above.

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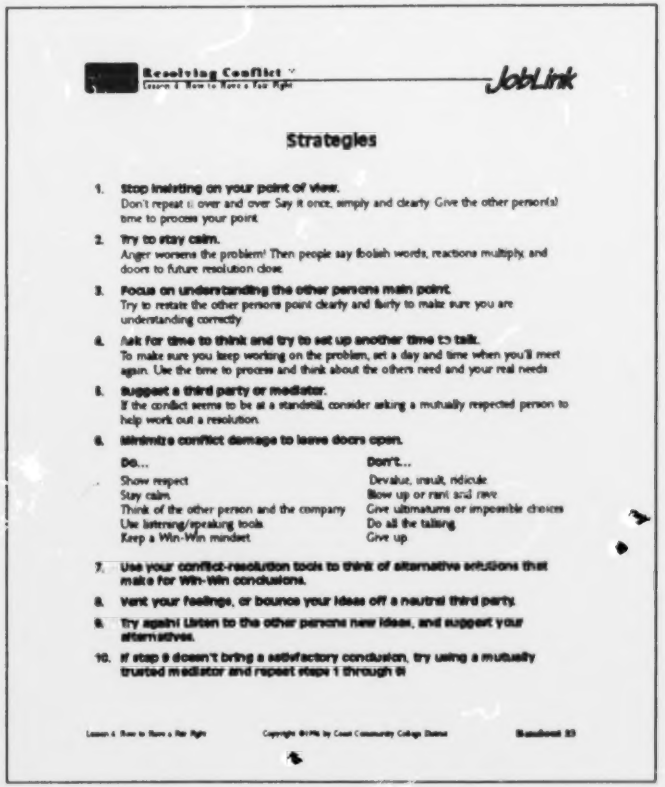

Resolving Conflict — JobLink

Strategies

1. **Stop insisting on your point of view.**
   Don't repeat it over and over. Say it once, simply and clearly. Give the other person(s) time to process your point.
2. **Try to stay calm.**
   Anger worsens the problem! Then people say foolish words, reactions multiply, and doors to future resolution close.
3. **Focus on understanding the other persons main point.**
   Try to restate the other persons point clearly and fairly to make sure you are understanding correctly.
4. **Ask for time to think and try to set up another time to talk.**
   To make sure you keep working on the problem, set a day and time when you'll meet again. Use the time to process and think about the others need and your real needs.
5. **Suggest a third party or mediator.**
   If the conflict seems to be at a standstill, consider asking a mutually respected person to help work out a resolution.
6. **Minimize conflict damage to leave doors open.**

Do...	Don't...
Show respect	Devalue, insult, ridicule
Stay calm	Blow up or rant and rave
Think of the other person and the company	Give ultimatums or impossible choices
Use listening/speaking tools	Do all the talking
Keep a Win-Win mindset	Give up

7. **Use your conflict-resolution tools to think of alternative solutions that make for Win-Win conclusions.**
8. **Vent your feelings, or bounce your ideas off a neutral third party.**
9. **Try again! Listen to the other persons new ideas, and suggest your alternatives.**
10. **If step 9 doesn't bring a satisfactory conclusion, try using a mutually trusted mediator and repeat steps 1 through 9!**

Lesson 4: How to Have a Fair Fight — Copyright ©1996 by Coast Community College District — Handout 23

Handout 23, Transparency 23

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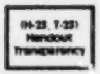
Activities

Fifth Activity: 10 Minutes



1. **Project** "Strategies" and **distribute** a copy of it to employees.
2. **Allow** employees time to read the handout silently.

3. When most employees seem finished, **read** each strategy aloud.
4. **Lead** the class in a discussion of the strategies–specifically, a discussion of ways in which the strategies might be used in their workplace. **Emphasize** minimizing conflict damage, creating opportunities for future resolution possibilities, and following the "Rules for a Fair Fight." *(Adapt steps 4 and 5 if time is limited.)*
5. **Ask** employees to add strategies of their own to this list and to share their strategies with the class.

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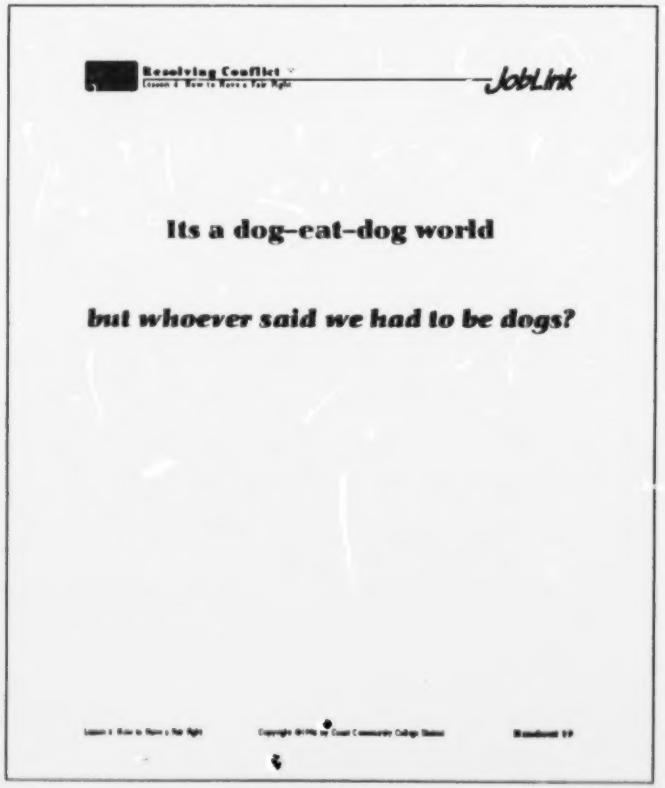

Transparency 19

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Activities

Ending: 5 Minutes

1. **Review** the objectives of this lesson.
2. **Encourage** employees to continue their observations and entries in their "Conflict Resolution Log" and "Glossaries."

3. **Ask** them to think about the communication skills they indicated a desire to improve in the last session. On one side of an index card **tell** employees to write down any attempts they made to improve those skills. On the other side of the index card, **tell** them to write the "Rules for a Fair Fight" that they still want to improve.

4. **Project** "A Dog-Eat-Dog World" again, and **reread** it as a conclusion to this session.
5. **Remind** the class of the day and time of the next session.
6. **Say** good-bye.

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JobLink

Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Lesson 5
Managing the Conflicts Within

Lesson Description

This lesson helps employees with unresolved inner conflicts that often affect job performance, company morale, and production quality. Unresolved inner conflicts also diminish the capacity to resolve other conflicts.

The **First Activity** helps employees to identify (1) their styles of managing anger and frustration and (2) preventive strategies.

In the **Second Activity** employees read and discuss an article on ways to break the cycles of anger that hinder personal and workplace productivity.

The **Third Activity** helps employees tap into or create company resources for conflict management.

In the **Fourth Activity**, employees read and respond to a story that provides a third alternative for dealing with the conflicts within.

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Objectives

By completing this lesson, employees will be able to:

1. **Identify** their own inner conflicts and ways to manage them.
2. **Develop** alternative strategies for breaking cycles of anger and inner conflict.
3. **Identify** company resources for use in conflict resolution.

Materials Needed

Hardware

1. Name tags
2. Pencils (1 per employee)
3. Overhead projector
4. Whiteboard or flip chart
5. Markers
6. Index cards (3x5) (1 per employee)
7. Extra copies of Conflict Resolution Log (Lesson 1, Handout 5)
8. Purchase Chicken Soup for the Soul

Transparencies

"Managing the Conflict Within" (Trans. 24)
"Seeing Another Point of View..." (Transparency 25)
"Breaking the Cycle of Anger" (Trans. 26)
"Workplace Resources" (Transparency 27)
"Another Way" (Transparency 28)
"A Third Alternative" (Transparency 29)

Materials Needed

Handouts

"Managing the Conflict Within" (Handout 24)
"Seeing Another Point of View.." (Handout 25)
"Breaking the Cycle of Anger" (Handout 26)
"Workplace Resources" (Handout 27)
"Another Way" (Handout 28)
"A Third Alternative" (Handout 29)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	15 min.
First Activity- Large Group	20 min.
Second Activity- Small Groups	20 min.
Third Activity- Small Groups	15 min.
Fourth Activity- Large Group	15 min.
Ending- Large Group	5 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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Activities

Opening: 15 Minutes

1. **Have** employees sign in and wear name tags. **Welcome** everyone.
2. **Remind** employees of the overall goals and objectives of this module.

3. **Ask** employees to share observations from their Conflict Resolution Log.
4. **Ask** employees to name the most helpful or most useful techniques theyve learned so far in these workshops. *(Their responses help to review key points and at the same time provide feedback.)*
5. **Introduce** the objectives of this lesson and **explain** them to the class.

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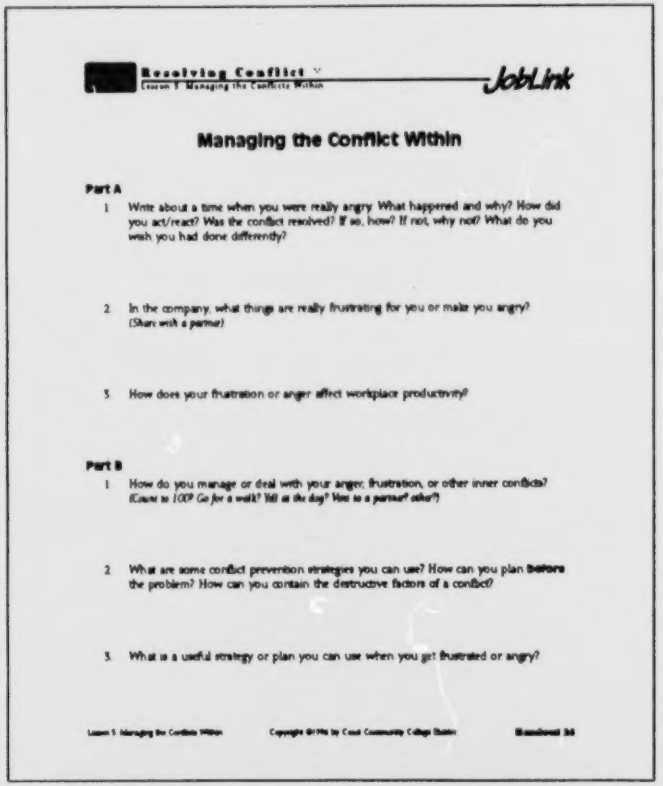

Resolving Conflict
Lesson 5: Managing the Conflicts Within
JobLink

Managing the Conflict Within

Part A

1. Write about a time when you were really angry. What happened and why? How did you act/react? Was the conflict resolved? If so, how? If not, why not? What do you wish you had done differently?

2. In the company, what things are really frustrating for you or make you angry? *(Share with a partner)*

3. How does your frustration or anger affect workplace productivity?

Part B

1. How do you manage or deal with your anger, frustration, or other inner conflicts? *(Count to 100? Go for a walk? Yell at the dog? Vent to a partner? other?)*

2. What are some conflict prevention strategies you can use? How can you plan **before** the problem? How can you contain the destructive factors of a conflict?

3. What is a useful strategy or plan you can use when you get frustrated or angry?

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Handout 24, Transparency 24

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Activities

First Activity: 20 Minutes

1. **Distribute** and **project** "Managing the Conflict Within".
2. **Ask** employees to answer question A1.
3. **Tell** employees to pair off with a partner. **Ask** each pair to discuss A2.
4. **Ask** employees *as a class* to respond to A3.
5. **Ask** employees *as individuals* to answer B1. Then **ask** them *as a class* to share some answers to B1. **Write** their answers on the board. Encourage employees to add any helpful ways to their own list.
6. **Ask** partners to discuss B2, and **write** their answers on the board.
7. **Ask** the class to share their ideas from B2, and write those ideas on the board. **Encourage** employees to expand their lists based on what they hear from others.
8. **Ask** individuals to complete B3 and then to share their plans/strategies with their partners.

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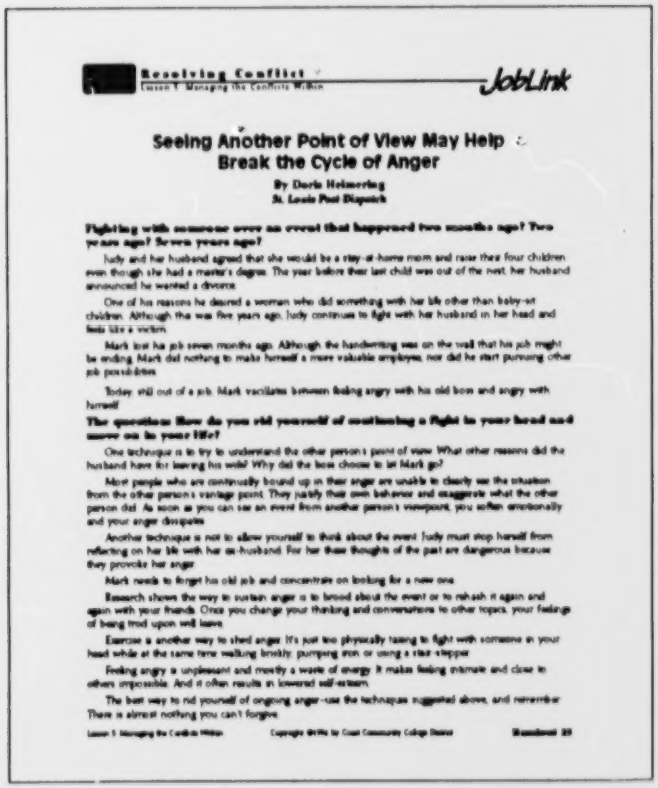


Resolving Conflict — JobLink

Seeing Another Point of View May Help Break the Cycle of Anger

By Darla Helmerling
St. Louis Post Dispatch

Fighting with someone over an event that happened two months ago? Two years ago? Seven years ago?

Judy and her husband agreed that she would be a stay-at-home mom and raise their four children even though she had a master's degree. The year before their last child was out of the nest, her husband announced he wanted a divorce.

One of his reasons he desired a woman who did something with her life other than baby-sit children. Although this was five years ago, Judy continues to fight with her husband in her head and feels like a victim.

Mark lost his job seven months ago. Although the handwriting was on the wall that his job might be ending, Mark did nothing to make himself a more valuable employee, nor did he start pursuing other job possibilities.

Today, still out of a job, Mark vacillates between feeling angry with his old boss and angry with himself.

The question: How do you rid yourself of continuing a fight in your head and move on in your life?

One technique is to try to understand the other person's point of view. What other reasons did the husband have for leaving his wife? Why did the boss choose to let Mark go?

Most people who are continually bound up in their anger are unable to clearly see the situation from the other person's vantage point. They justify their own behavior and exaggerate what the other person did. As soon as you can see an event from another person's viewpoint, you soften emotionally and your anger dissipates.

Another technique is not to allow yourself to think about the event. Judy must stop herself from reflecting on her life with her ex-husband. For her these thoughts of the past are dangerous because they provoke her anger.

Mark needs to forget his old job and concentrate on looking for a new one.

Research shows the way to sustain anger is to brood about the event or to rehash it again and again with your friends. Once you change your thinking and conversations to other topics, your feelings of being mad upon will leave.

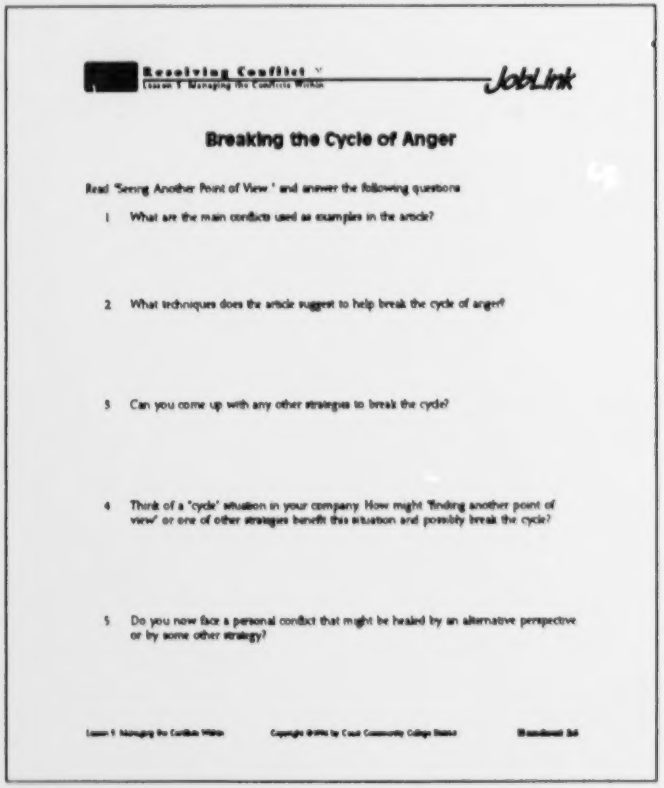
Exercise is another way to shed anger. It's just too physically taxing to fight with someone in your head while at the same time walking briskly, pumping iron or using a stair stepper.

Feeling angry is unpleasant and mostly a waste of energy. It makes feeling intimate and close to others impossible. And it often results in lowered self-esteem.

The best way to rid yourself of ongoing anger—use the techniques suggested above, and remember: There is almost nothing you can't forgive.

Lesson 5: Managing the Conflicts Within — Copyright ©1996 by Coast Community College District — Handout 25

Handout 25, Transparency 25



Resolving Conflict — JobLink

Breaking the Cycle of Anger

Read "Seeing Another Point of View" and answer the following questions.

1. What are the main conflicts used as examples in the article?

2. What techniques does the article suggest to help break the cycle of anger?

3. Can you come up with any other strategies to break the cycle?

4. Think of a "cycle" situation in your company. How might "finding another point of view" or one of other strategies benefit this situation and possibly break the cycle?

5. Do you now face a personal conflict that might be healed by an alternative perspective or by some other strategy?

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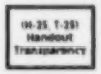
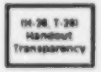
Activities

Second Activity: 20 Minutes

1. **Divide** the class into small groups.



2. **Distribute** and **project** "Seeing Another Point of View..." and "Breaking the Cycle of Anger".



3. **Share** the reading of the article "Seeing Another Point of View..." among all employees, or if you prefer **select** one strong reader to read the entire article. (**Help** ESL readers with difficult words, idiomatic expressions, etc.)

4. **Allow** the groups time to complete and then **discuss** 1 through 4 in "Breaking the Cycle of Anger." **Write** their answers on the board.

5. **Ask** the class as *individuals* to write their answers to 5.

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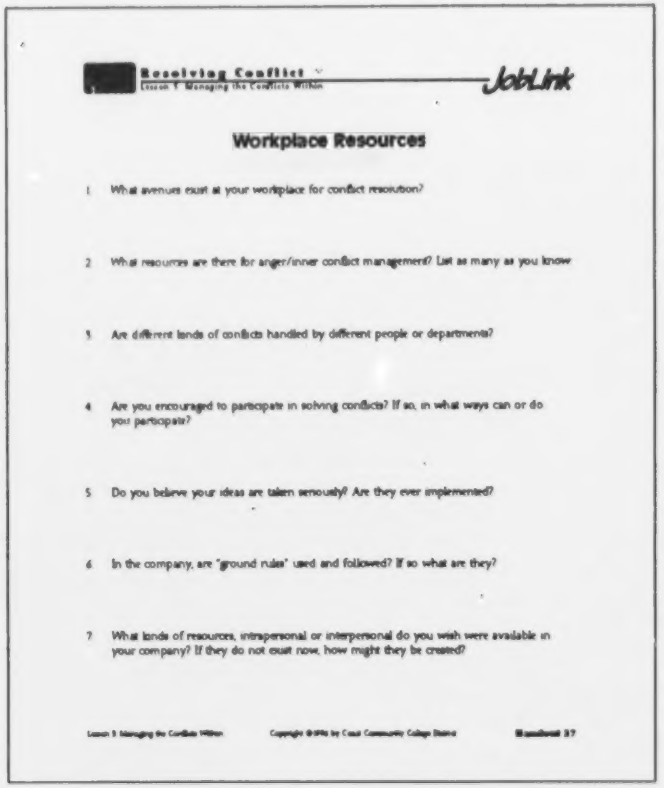

Resolving Conflict
Lesson 5: Managing the Conflicts Within
JobLink

Workplace Resources

1. What avenues exist at your workplace for conflict resolution?
2. What resources are there for anger/inner conflict management? List as many as you know
3. Are different kinds of conflicts handled by different people or departments?
4. Are you encouraged to participate in solving conflicts? If so, in what ways can or do you participate?
5. Do you believe your ideas are taken seriously? Are they ever implemented?
6. In the company, are "ground rules" used and followed? If so what are they?
7. What kinds of resources, intrapersonal or interpersonal do you wish were available in your company? If they do not exist now, how might they be created?

Lesson 5 Managing the Conflicts Within Copyright ©1996 by Coast Community College District Handout 27

Handout 27, Transparency 27

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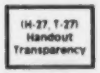
Activities

Third Activity: 15 Minutes (Optional)

1. **Keep** employees in the same small groups as in the Second Activity.



2. **Distribute and project** "Workplace Resources". **Ask** groups to discuss the questions and to share their answers with the class; then **write** the group answers on the transparency.

3. **Have** employees compare answers and develop a consensus.

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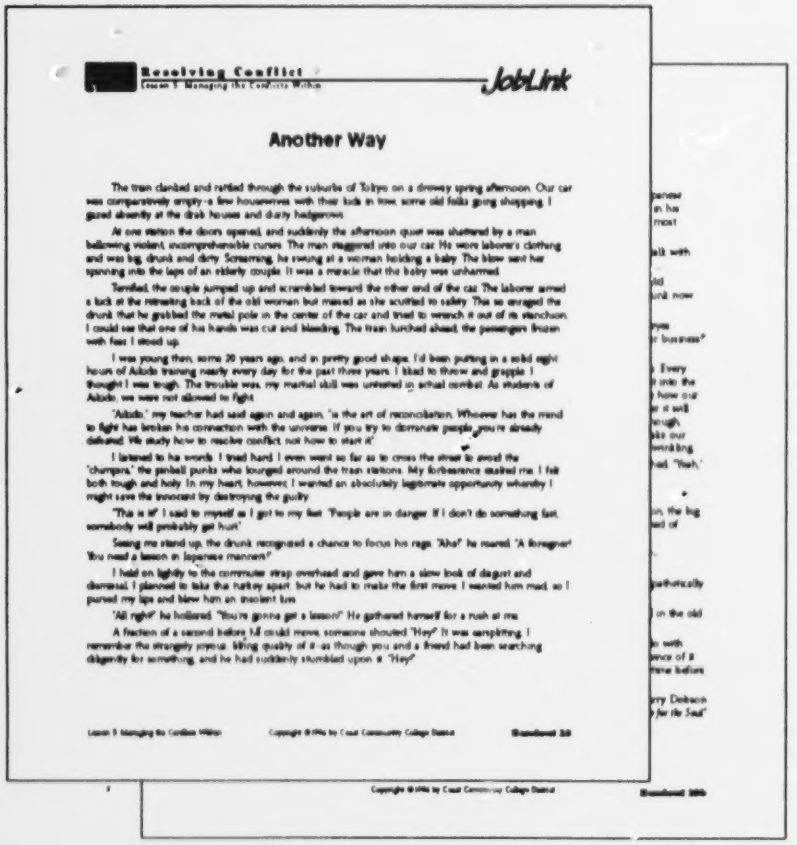

Resolving Conflict
Lesson 5: Managing the Conflicts Within
JobLink

Another Way

The train clanked and rattled through the suburbs of Tokyo on a drowsy spring afternoon. Our car was comparatively empty--a few housewives with their kids in tow, some old folks going shopping. I gazed absently at the drab houses and dusty hedgerows.

At one station the doors opened, and suddenly the afternoon quiet was shattered by a man bellowing violent, incomprehensible curses. The man staggered into our car. He wore laborer's clothing and was big, drunk and dirty. Screaming, he swung at a woman holding a baby. The blow sent her spinning into the lape of an elderly couple. It was a miracle that the baby was unharmed.

Terrified, the couple jumped up and scrambled toward the other end of the car. The laborer aimed a kick at the retreating back of the old woman but missed as she scuttled to safety. The so enraged the drunk that he grabbed the metal pole in the center of the car and tried to wrench it out of its stanchion. I could see that one of his hands was cut and bleeding. The train lurched ahead, the passengers thrown with fear. I stood up.

I was young then, some 20 years ago, and in pretty good shape. I'd been putting in a solid eight hours of Aikido training nearly every day for the past three years. I liked to throw and grapple. I thought I was tough. The trouble was, my martial skill was untested in actual combat. As students of Aikido, we were not allowed to fight.

"Aikido," my teacher had said again and again, "is the art of reconciliation. Whoever has the mind to fight has broken his connection with the universe. If you try to dominate people, you're already defeated. We study how to resolve conflict, not how to start it."

I listened to his words. I tried hard. I even went so far as to cross the street to avoid the "chimpira," the pinball punks who lounged around the train stations. My forbearance stalled me. I felt both tough and holy. In my heart, however, I wanted an absolutely legitimate opportunity whereby I might save the innocent by destroying the guilty.

"This is it!" I said to myself as I got to my feet. "People are in danger. If I don't do something fast, somebody will probably get hurt."

Seeing me stand up, the drunk recognized a chance to focus his rage. "Aha!" he roared. "A foreigner! You need a lesson in Japanese manners!"

I held on lightly to the commuter strap overhead and gave him a slow look of disgust and dismissal. I planned to take the turkey apart, but he had to make the first move. I wanted him mad, so I pursed my lips and blew him an insolent kiss.

"All right!" he hollered. "You're gonna get a lesson!" He gathered himself for a rush at me.

A fraction of a second before he could move, someone shouted "Hey!" It was earsplitting. I remember the strangely joyous, lilting quality of it--as though you and a friend had been searching diligently for something, and he had suddenly stumbled upon it. "Hey!"

Lesson 5: Managing the Conflicts Within Copyright ©1996 by Coast Community College District Handout 28

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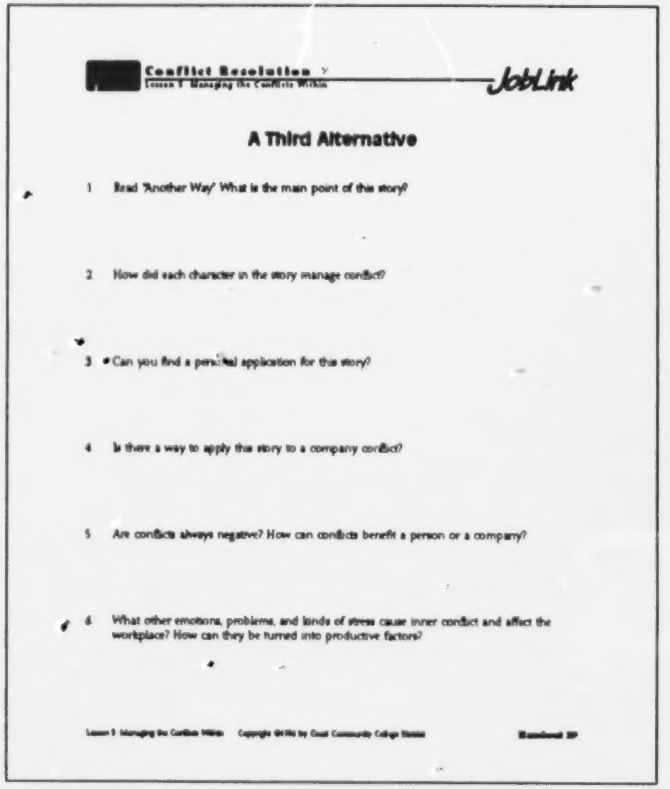
Handout 28, Transparency 28



Conflict Resolution
Lesson 5: Managing the Conflicts Within
JobLink

A Third Alternative

1. Read "Another Way" What is the main point of this story?
2. How did each character in the story manage conflict?
3. Can you find a personal application for this story?
4. Is there a way to apply this story to a company conflict?
5. Are conflicts always negative? How can conflicts benefit a person or a company?
6. What other emotions, problems, and kinds of stress cause inner conflict and affect the workplace? How can they be turned into productive factors?

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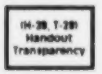
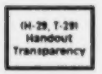
Activities

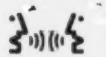
Fourth Activity: 15 Minutes (Adapt if time is limited)



1. **Distribute** and **project** "Another Way" and **read** it aloud to the class.



2. **Distribute** and **project** "A Third Alternative".



3. **Discuss** #1 and #2 with the class.

4. **Ask** employees to complete #3 individually.

5. **Instruct** employees to pair off with a partner. **Ask** each pair of partners to discuss #4 through #6 and to write their answers. **Ask** employees to share some answers to #4 through #6 with the whole class.

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Activities

Ending: 5 Minutes

1. **Distribute** one index card to each employee. **Ask** employees to write on one side...Something you learned today; on the other side, Any question you have.

2. **Remind** employees to continue their observations and entries in their Conflict Resolution Log *(provide more copies, if necessary)* and Glossaries.

3. **Tell** employees the date and time of the last session, and **say** good-bye.

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JobLink

Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Lesson 6
Conflicts—Heading'em Off at the Pass

Lesson Description

This lesson is designed to help employees think of and implement preventive strategies in conflict resolution. It also serves to review and evaluate all the previous workshops in this module.

The **First Activity** elicits prevention strategies from the whole class.

The **Second Activity** uses small groups to show how simple principles can serve as a basis for developing workplace applications.

The **Third Activity** reviews the objectives of each workshop in this module.

And in the **Fourth Activity**, employees create a company poster, a process that allows them to apply everything they've learned thus far.

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Objectives

By completing this lesson, employees will be able to:

1. **Apply** strategies of conflict prevention.
2. **Develop** workplace applications for preventive purposes.
3. **Display** what they have learned via a poster that will serve as a useful product for their company

Materials Needed

Forms

"Posttest"

"Learner Assessment Form"

Materials Needed

Hardware

1. Name tags
2. Pencils (1 per person)
3. Overhead
4. Whiteboard or flip chart
5. Markers
6. Large poster boards
7. Multicolored markers
8. Purchase *All I Really Need to Learn, I Learned in Kindergarten* (Robert Fulgham)

Transparencies

"Strategies of Prevention" (Transparency 30)

"All I Really Needed to Learn, ..." (Transparency 31)

"Conflict Resolution Objectives: Lessons 1-6" (Transparency 32)

"Conflict Resolution Poster" (Trans. 33)

Materials Needed

Handouts

"Strategies of Prevention" (Handout 30)

"All I Really Needed to Learn, ..." (Handout 31)

"Conflict Resolution Objectives: Lessons 1-6" (Handout 32)

"Conflict Resolution Poster" (Handout 33)

Classroom Set-up

Total Time: 90 minutes

Opening- Large Group	10 min.
First Activity- Pairs	10 min.
Second Activity- Small Groups	20 min.
Third Activity- Large Group	10 min.
Fourth Activity- Small Groups	30 min.
Ending- Large Group	10 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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Activities

Opening: 10 Minutes

1. **Have** employees sign in and wear name tags, and **welcome** them to class.
2. **Ask** employees to share what they learned in the last session.

3. **Ask** employees to share observations from their Conflict Resolution Log, and encourage them to continue their observations and evaluations beyond this class, as well as their Glossaries.
4. **Introduce** the objectives of this workshop.

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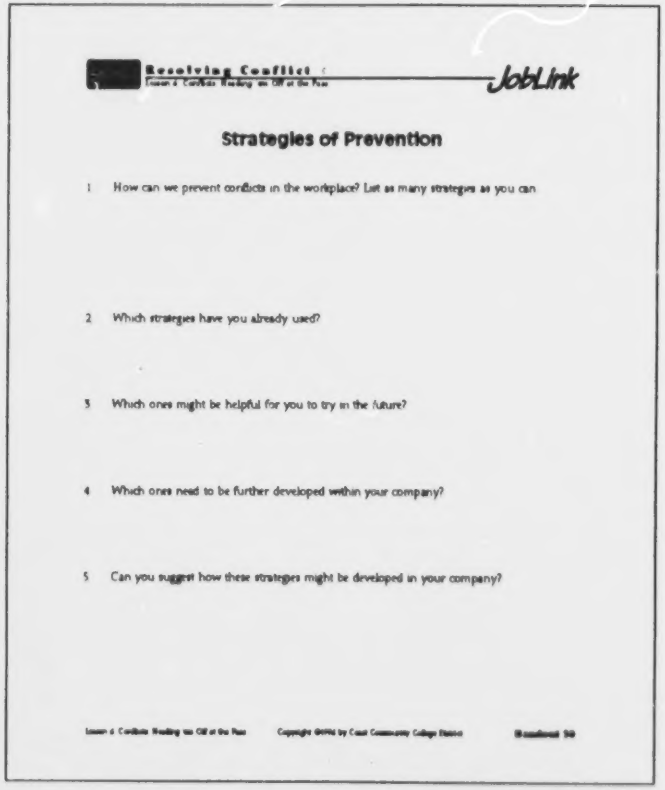

Resolving Conflict
JobLink

Strategies of Prevention

1. How can we prevent conflicts in the workplace? List as many strategies as you can.

2. Which strategies have you already used?

3. Which ones might be helpful for you to try in the future?

4. Which ones need to be further developed within your company?

5. Can you suggest how these strategies might be developed in your company?

Handout 30, Transparency 30

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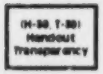
Activities

First Activity: 10 Minutes



1. **Distribute** "Strategies of Prevention", **project** it, and **ask** employees to work with a partner to answer the questions.

2. **Allow** employees time to complete the Strategies; then **ask** employees to share their ideas with whole class.

3. **Write** employees ideas on the board or on a blank transparency.

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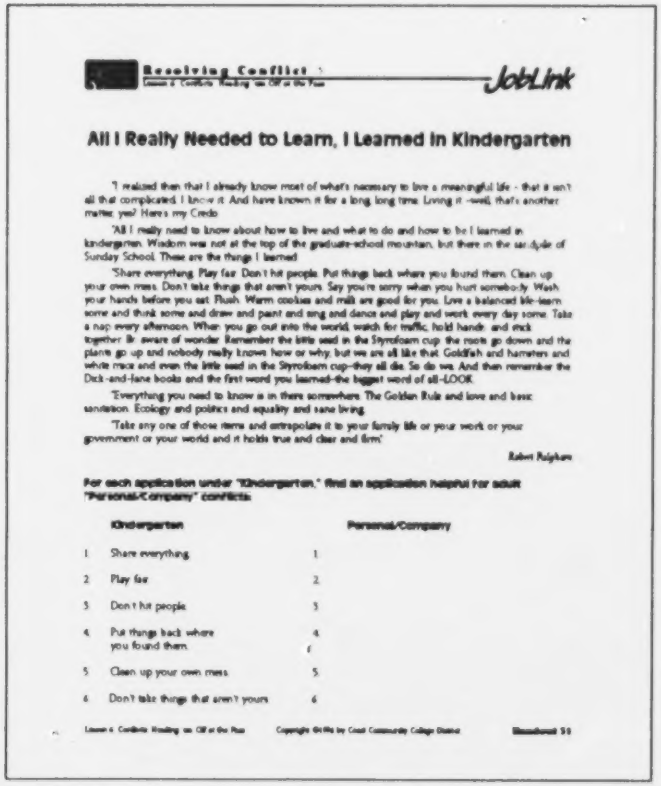


Resolving Conflicts — JobLink

All I Really Needed to Learn, I Learned in Kindergarten

"I realized then that I already know most of what's necessary to live a meaningful life - that it isn't all that complicated. I know it. And have known it for a long, long time. Loving it –well, that's another matter, yes? Here's my Credo:

"All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile at Sunday School. These are the things I learned:

"Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and milk are good for you. Live a balanced life–learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that. Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup–they all die. So do we. And then remember the Dick-and-Jane books and the first word you learned–the biggest word of all–LOOK.

"Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

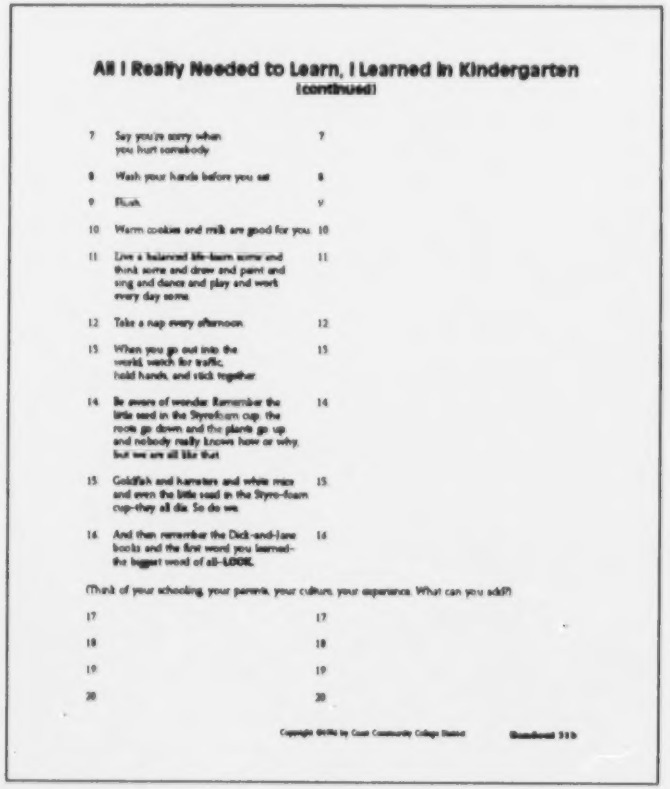
"Take any one of those items and extrapolate it to your family life or your work or your government or your world and it holds true and clear and firm."

Robert Fulghum

For each application under "Kindergarten," find an application helpful for adult "Personal/Company" conflicts.

	Kindergarten		Personal/Company
1.	Share everything.	1.	
2.	Play fair.	2.	
3.	Don't hit people.	3.	
4.	Put things back where you found them.	4.	
5.	Clean up your own mess.	5.	
6.	Don't take things that aren't yours.	6.	

Lesson 6: Conflicts–Heading'em Off at the Pass Copyright ©1996 by Coast Community College District Handout 31



All I Really Needed to Learn, I Learned in Kindergarten
(continued)

7.	Say you're sorry when you hurt somebody.	7.
8.	Wash your hands before you eat.	8.
9.	Flush.	9.
10.	Warm cookies and milk are good for you.	10.
11.	Live a balanced life–learn some and think some and draw and paint and sing and dance and play and work every day some.	11.
12.	Take a nap every afternoon.	12.
13.	When you go out into the world, watch for traffic, hold hands, and stick together.	13.
14.	Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that.	14.
15.	Goldfish and hamsters and white mice and even the little seed in the Styro-foam cup–they all die. So do we.	15.
16.	And then remember the Dick-and-Jane books and the first word you learned–the biggest word of all–**LOOK.**	16.

(Think of your schooling, your parents, your culture, your experience. What can you add?)

17.		17.
18.		18.
19.		19.
20.		20.

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Handout 31, Transparency 31

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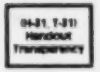
Activities

Second Activity: 20 Minutes

1. **Divide** employees into small groups.



2. **Distribute** "All I Really Needed to Learn, ..." and **project** it.

3. **Read aloud** Robert Fulghams introduction; then **discuss** the introduction with the class.

4. **Allow** employees time to develop workplace applications in the Personal/Company column for each principle listed under Kindergarten. **Encourage** them to add some principles of their own at the end of the chart. **Invite** groups to share their applications with the whole class. **Ask** employees to discuss these applications as ways to prevent or resolve conflicts in their companies.

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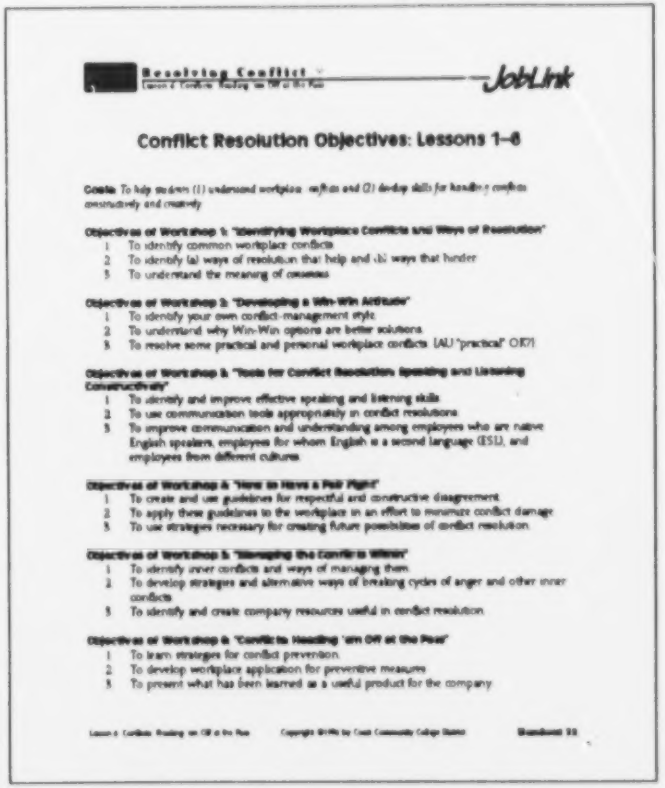

Resolving Conflict — JobLink

Conflict Resolution Objectives: Lessons 1–6

Goals: To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively.

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"
1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of consensus.

Objectives of Workshop 2: "Developing a Win-Win Attitude"
1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. (AU "practical" OK?)

Objectives of Workshop 3: "Tools for Conflict Resolution: Speaking and Listening Constructively"
1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"
1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflict Within"
1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts Heading 'em Off at the Pass"
1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

Lesson 6: Conflicts–Heading'em Off at the Pass — Copyright ©1996 by Coast Community College District — Handout 32

Handout 32, Transparency 32

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Activities

Third Activity: 10 Minutes

1. **Distribute** "Conflict Resolution Objectives: Lessons 1-6" and **project** it.

2. **Review** the objectives in the context of the main goals of this module, and integrate the discussion into those goals.

3. **Allow** time for clarification and for employees questions.

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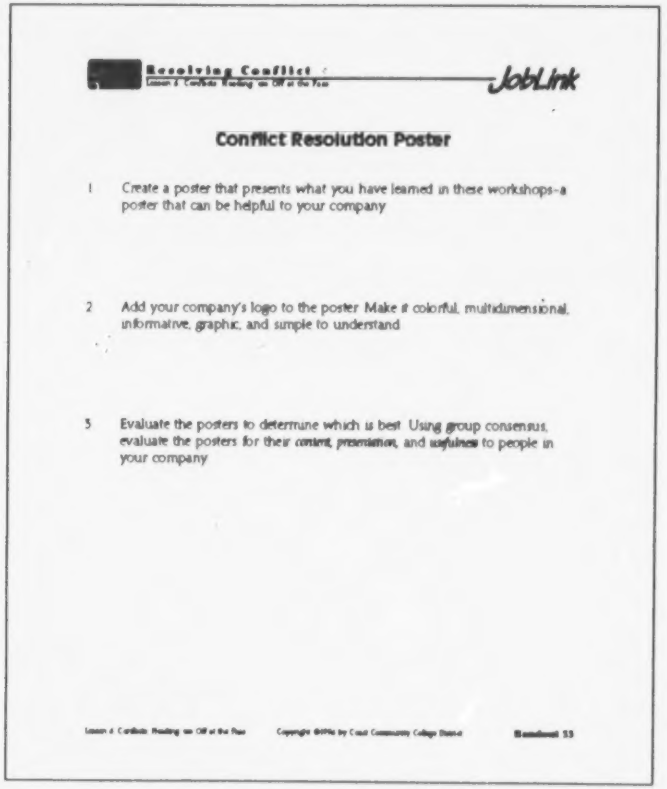

Resolving Conflict
JobLink

Conflict Resolution Poster

1. Create a poster that presents what you have learned in these workshops–a poster that can be helpful to your company

2. Add your company's logo to the poster. Make it colorful, multidimensional, informative, graphic, and simple to understand

3. Evaluate the posters to determine which is best. Using group consensus, evaluate the posters for their *content*, *presentation*, and *usefulness* to people in your company

Handout 33, Transparency 33

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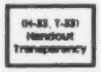
Activities

Fourth Activity: 30 Minutes

1. **Divide** the class into small groups.
2. **Distribute** the poster boards and multicolored markers.



3. **Distribute** the directions for creating the "Conflict Resolution Poster", and **project** it as you **read aloud** steps 1 and 2.
4. **Explain** the poster-evaluation criteria in step 3.
5. **Encourage** everyone to participate and have fun! Suggest that they decide on task roles before they begin.
6. **Display** the finished posters. **Ask** the class to evaluate them using the criteria in step 3.

   Optional: **Recommend** that the company publish, produce, or in some other way use the posters constructively within the company.

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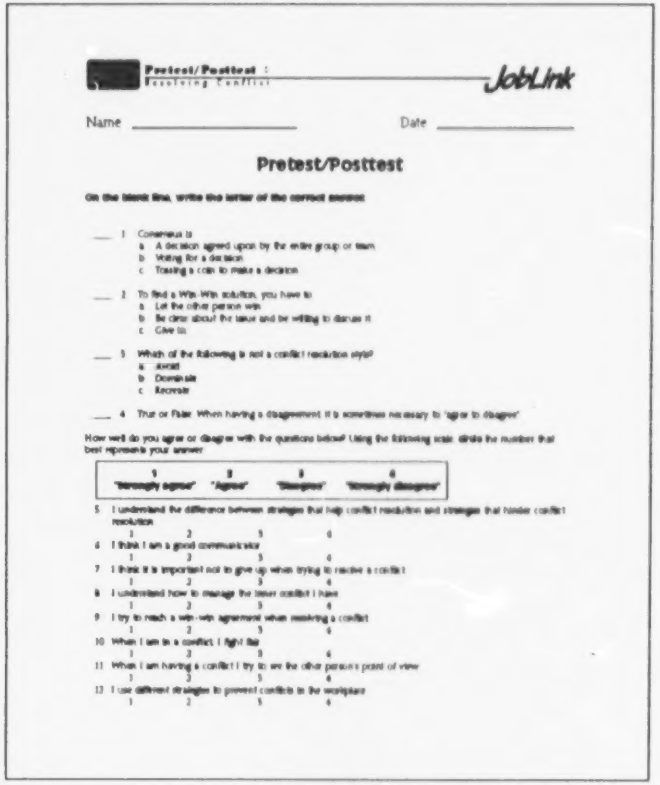

Pretest/Posttest : Resolving Conflict — JobLink

Name _____ Date _____

Pretest/Posttest

On the blank line, write the letter of the correct answer.

___ 1 Consensus is
a A decision agreed upon by the entire group or team
b Voting for a decision
c Tossing a coin to make a decision

___ 2 To find a Win-Win solution, you have to
a Let the other person win
b Be clear about the issue and be willing to discuss it
c Give in

___ 3 Which of the following is not a conflict resolution style?
a Avoid
b Dominate
c Recreate

___ 4 True or False: When having a disagreement, it is sometimes necessary to "agree to disagree"

How well do you agree or disagree with the questions below? Using the following scale, circle the number that best represents your answer.

1 "Strongly agree"	2 "Agree"	3 "Disagree"	4 "Strongly disagree"

5 I understand the difference between strategies that help conflict resolution and strategies that hinder conflict resolution
1 2 3 4
6 I think I am a good communicator
1 2 3 4
7 I think it is important not to give up when trying to resolve a conflict
1 2 3 4
8 I understand how to manage the issue conflict I have
1 2 3 4
9 I try to reach a win-win agreement when resolving a conflict
1 2 3 4
10 When I am in a conflict, I fight like
1 2 3 4
11 When I am having a conflict I try to see the other person's point of view
1 2 3 4
12 I use different strategies to prevent conflicts in the workplace
1 2 3 4

Form

Learner Assessment Form : Resolving Conflict — JobLink

Your instructor will complete these questions

A. Course Number _____ Instructor _____
Site Location _____ Class Schedule _____
Module _____

B. Who completed this form? (MARK ONE BOX)
☐ The learner
☐ The learner, with assistance from instructor or project staff
☐ An instructor or project staff member with information provided by the learner
☐ Other (Please specify) _____

C. Date form completed: ___/___/___

1. **Name:** _____
2. **Address:** _____
_____
3. **Phone Number:** ( ) _____
4. **Social Security Number:**
_____-_____-_____
5. **In the future, do you plan to take any of the following courses?**
(Mark one for each line)

	Plan to Take	Do NOT Plan to Take
A basic skills course in reading, writing, or math	☐	☐
A course in using English (such as ESL)	☐	☐
A computer course	☐	☐
A GED course or the GED exam	☐	☐
Courses to get an occupational certificate	☐	☐
A job training course	☐	☐
Courses leading to a 2-year or 4-year college degree	☐	☐
A home-study course	☐	☐

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Form

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Activities

Ending: 10 Minutes

1. **Distribute** "Posttests" and "Learner Assessment forms" and **ask** employees to complete them.

2. **Collect** the posters, the "Learner Assessment forms" and the "Posttests".

3. **Thank** employees for their participation and their work in the class. **Encourage** them to use their conflict resolution tools! Win-Win means that both the employees and their companies benefit!

4. **Say** good-bye.

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Name _____ Date _____

Pretest/Posttest

On the blank line, write the letter of the correct answer.

____ 1. Consensus is:
   a. A decision agreed upon by the entire group or team.
   b. Voting for a decision.
   c. Tossing a coin to make a decision.

____ 2. To find a Win-Win solution, you have to:
   a. Let the other person win.
   b. Be clear about the issue and be willing to discuss it.
   c. Give in.

____ 3. Which of the following is not a conflict resolution style?
   a. Avoid.
   b. Dominate.
   c. Recreate.

____ 4. True or False: When having a disagreement, it is sometimes necessary to "agree to disagree."

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

1 "Strongly agree"	2 "Agree"	3 "Disagree"	4 "Strongly disagree"

5. I understand the difference between strategies that help conflict resolution and strategies that hinder conflict resolution.
   1 2 3 4
6. I think I am a good communicator.
   1 2 3 4
7. I think it is important not to give up when trying to resolve a conflict.
   1 2 3 4
8. I understand how to manage the inner conflict I have.
   1 2 3 4
9. I try to reach a win-win agreement when resolving a conflict.
   1 2 3 4
10. When I am in a conflict, I fight fair.
   1 2 3 4
11. When I am having a conflict I try to see the other person's point of view.
   1 2 3 4
12. I use different strategies to prevent conflicts in the workplace.
   1 2 3 4

Name Answer Key Date _____

Pretest/Posttest

On the blank line, write the letter of the correct answer.

a 1. Consensus is:
   a. A decision agreed upon by the entire group or team.
   b. Voting for a decision.
   c. Tossing a coin to make a decision.

b 2. To find a Win-Win solution, you have to:
   a. Let the other person win.
   b. Be clear about the issue and be willing to discuss it.
   c. Give in.

c 3. Which of the following is not a conflict resolution style?
   a. Avoid.
   b. Dominate.
   c. Recreate.

T 4. True or False: When having a disagreement, it is sometimes necessary to "agree to disagree."

How well do you agree or disagree with the questions below? Using the following scale, **circle** the number that best represents your answer:

1 "Strongly agree"	2 "Agree"	3 "Disagree"	4 "Strongly disagree"

5. I understand the difference between strategies that help conflict resolution and strategies that hinder conflict resolution.
   1 2 3 4
6. I think I am a good communicator.
   1 2 3 4
7. I think it is important not to give up when trying to resolve a conflict.
   1 2 3 4
8. I understand how to manage the inner conflict I have.
   1 2 3 4
9. I try to reach a win-win agreement when resolving a conflict.
   1 2 3 4
10. When I am in a conflict, I fight fair.
   1 2 3 4
11. When I am having a conflict I try to see the other person's point of view.
   1 2 3 4
12. I use different strategies to prevent conflicts in the workplace.
   1 2 3 4

Instructor _____
Class Schedule _____
Module _____

Your instructor will complete these questions

A. Course Number _____
Site Location _____

B. Who completed this form?
(MARK ONE BOX)

- ❑ The learner
- ❑ The learner, with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____
_____

C. Date form completed: ____/____/____

1. **Name:** _____
2. **Address:** _____

_____

3. **Phone Number:** ( ) _____
4. **Social Security Number:**

_____-_____-_____

5. **Age:** _____
6. **Were you born in the United States?**
   ❑ Yes ❑ No
7. **Sex:** ❑ Male ❑ Female
8. **Race: (Mark One Box)**
   - ❑ White
   - ❑ Black (African American)
   - ❑ Asian or Pacific Islander
   - ❑ American Indian or Alaskan Native
   - ❑ Hispanic
   - ❑ Other (Please specify):

_____

9. **Is English the language that is spoken most often in your home?**
   ❑ Yes ❑ No
10. **How many years of school have you completed?** _____
    Of these, how many in the U.S.? _____
    In any other country? _____
11. **Are you a union member?**
    ❑ Yes– What is the name of your union?

    _____

    ❑ No
12. **Please rate your ability to perform each of the following activities.**

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	❑	❑	❑	❑
Understand English	❑	❑	❑	❑
Speak English	❑	❑	❑	❑
Write in English	❑	❑	❑	❑
Work as part of a team	❑	❑	❑	❑
Use math	❑	❑	❑	❑
Solve problems/use reasoning	❑	❑	❑	❑

13. **Do you have a job?**
    - ❑ Yes, employed
    - ❑ Yes, on temporary layoff

    → *Go to next page*

    - ❑ No, retired
    - ❑ No, not employed

    → STOP

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Please answer questions 14-18 for the job that allows you to take this course.

14. Name of company or employer:

_____

15. Job Title:

_____

16. On average, how many hours per week do you work on this job?

_____- _____ Hours per week

17. How much do you earn at this job?
(Write amount and mark one box)

$_____❑ Per hour ❑ Per year

18. Do you get any of the following benefits at this job?

(Mark one for each line)

	Yes	No
Paid vacation	❑	❑
Paid sick leave	❑	❑
Paid holidays	❑	❑
Health insurance	❑	❑

19. How long have you worked at this job?

_____ - _____ and _____ - _____
years months

20. At your job, do you need to do any of the following?

(Mark one for each line)

	Yes	No
Read instructions	❑	❑
Receive spoken instructions in English	❑	❑
Speak English	❑	❑
Work as part of a team	❑	❑
Write in English	❑	❑
Use math	❑	❑
Solve problems/use reasoning	❑	❑

21. Do you work at more than one job?
❑ Yes ❑ No

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Your instructor will complete these questions

A. Course Number _____ Instructor _____
Site Location _____ Class Schedule _____
Module _____

B. Who completed this form? **(MARK ONE BOX)**

- ❑ The learner
- ❑ The learner with assistance from instructor or project staff
- ❑ An instructor or project staff member with information provided by the learner
- ❑ Other (Please specify)

_____

C. Date form completed: ___/___/___

1. **Name:** _____

2. **Address:** _____

_____

3. **Phone Number:** ( ) _____

4. **Social Security Number:**

_____-_____-_____

5. **In the future, do you plan to take any of the following courses?**

(Mark one for each line)

	Plan to Take	Do Not Plan to Take
A basic skills course in reading, writing, or math	❑	❑
A course in using English (such as ESL)	❑	❑
A computer course	❑	❑
A GED course or the GED exam	❑	❑
Courses to get an occupational certificate	❑	❑
A job training course	❑	❑
Courses leading to a 2-year or 4-year college degree	❑	❑
A home-study course	❑	❑

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6. Since this course began, have you:

(Mark one for each line)

	YES	NO
Learned what you wanted to learn in this course?	❑	❑
Changed your educational or career goals?	❑	❑
Had more responsibility added to your job?	❑	❑
Moved to a shift you prefer?	❑	❑
Switched from part-time to full-time?	❑	❑
Received a pay raise?	❑	❑
Been promoted?	❑	❑
Received an award, bonus, or other special recognition on your job?	❑	❑
Received your GED?	❑	❑
Applied for a new job?	❑	❑
Started a new job at another company?	❑	❑
Been laid off?	❑	❑
Left your job for any other reason? (Please Specify)	❑	❑

_____

7. Please rate your ability to perform each of the following activities.

(Please mark one response for every activity)

	Poor	Fair	Good	Excellent
Read English	❑	❑	❑	❑
Understand English	❑	❑	❑	❑
Speak English	❑	❑	❑	❑
Write in English	❑	❑	❑	❑
Work as part of a team	❑	❑	❑	❑
Use math	❑	❑	❑	❑
Solve problems/use reasoning	❑	❑	❑	❑

**Thank you. You have completed this form.
Please return it to your instructor.**

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Conflict Resolution Survey

1. What are the most frequent kinds of conflicts in the workplace?

2. How do people at work usually deal with conflicts? *(Check as many as apply to your worksite.)*

___ Get angry
___ Avoid the conflict
___ Listen to one another carefully
___ Look for revenge in some way
___ Force others to do it their way
___ Talk directly to the people involved
___ Have a meeting to talk it over
___ Take sides
___ Gossip or spread rumors
___ Get a supervisor to solve the conflict
___ Let it go
___ Silently resist
___ Try to understand the other persons point of view
___ Other _____

3. How do **you** usually deal with a company conflict or with a personal conflict?

4. How do **you** wish people would handle conflicts?

5. What effects do unresolved conflicts have on people? On companies?

6. Describe your companys policy for dealing with conflicts in the workplace.

7. How could we prevent workplace conflicts?

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Conflict Resolution Survey
(continued)

8. Rate your ability to resolve conflicts. On a scale of 0 (not able) to 100 (very able), enter the number that best describes your competence:

Dealing with your own conflicts: _____%
Helping with the conflicts of others: _____%
Handling company conflicts: _____%

9. Rate yourself as a communicator. On each line below, *write* **A** *(excellent)*, **B** *(effective)*, **C** *(average)*, or **D** *(ineffective)*:

As a speaker _____
As a listener _____
With someone who speaks English as a second language _____
With someone from a different culture _____
With your co-workers _____
With your supervisor or manager _____
With your employees (if you're a supervisor) _____

10. Rate your company's communication effectiveness. *Write* **A** *(excellent)*, **B** *(effective)*, **C** *(average)*, or **D** *(ineffective)*:

_____

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Common Conflicts/Resolutions

Common Conflicts in the Workplace:

Typical Ways of Resolving Conflicts in the Workplace

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Consensus =

The general opinion or agreement of a group.

Consensus=

A decision agreed upon by the entire group or team.
A decision that all members can support **and** *no members oppose.*

Consensus involves time, listening, consideration of all ideas, flexibility, cooperation, and the will to act as a team for **the best** *of the company, group, and individual.*

Might not be everyones first choice or priority. Might not make everyone **totally** *satisfied.*

Does **not** *violate or compromise any strong convictions.*

Is the most effect and desired goal of decision-making and conflict resolution.

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Giving Advice

Option 1

Write a short letter asking for advice (i.e., a Dear Abby letter) containing an unresolved conflict (either real or imagined) that you have had at work.

Share your letter with another person, who will give you advice, will write a solution, and then return your letter to you.

Option 2

Half of the class: As an employee, write a letter to your company (Dear Company), describing a conflict you are aware of and asking for a solution.

Other half of the class: Acting as a spokesperson for the company, write a letter to the employees (Dear Employees) concerning a company conflict and asking for a solution.

Exchange your letter with someone from the other half and propose resolutions to the conflicts raised.

Return your letters to the original writers and discuss the solutions.

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Conflict Resolution Log

	Date	Conflict Observed	How Conflict Was Managed	Style (Dominate, Accommodate Avoid, Collaborate)	A More-Effective Resolution ("Win-Win")
1					
2					
3					
4					
5					
6					
7					

Handout 5

Management of Conflict

Self-Evaluation

How do you act in conflicts? *(Be honest. Check whatever is true most of the time.)*

___ 1. I play to win.
___ 2. I just want to avoid conflicts.
___ 3. I usually let other people win.
___ 4. I try to make sure other people win, as well as myself.
___ 5. If I lose, I make sure other people also lose.
___ 6. I get angry and try to win by force.
___ 7. I let other people decide.
___ 8. I just mind my own business.
___ 9. I try to work with people to find an agreeable answer for everyone.
___ 10. I want everyone to agree with me.
___ 11. I usually try to find a compromise.
___ 12. I say, "You go your way, I'll go mine."
___ 13. I withdraw until other people come to me.
___ 14. I try to get others on my side.
___ 15. I go along with the other person's ideas.
___ 16. I try to let a third party resolve the conflict.
___ 17. I tell my point of view and allow others to express theirs.
___ 18. I try to look for another perspective or for an alternative way.
___ 19. I try to agree with everyone.
___ 20. I let other people take care of the problem.
___ (other) _____

_____

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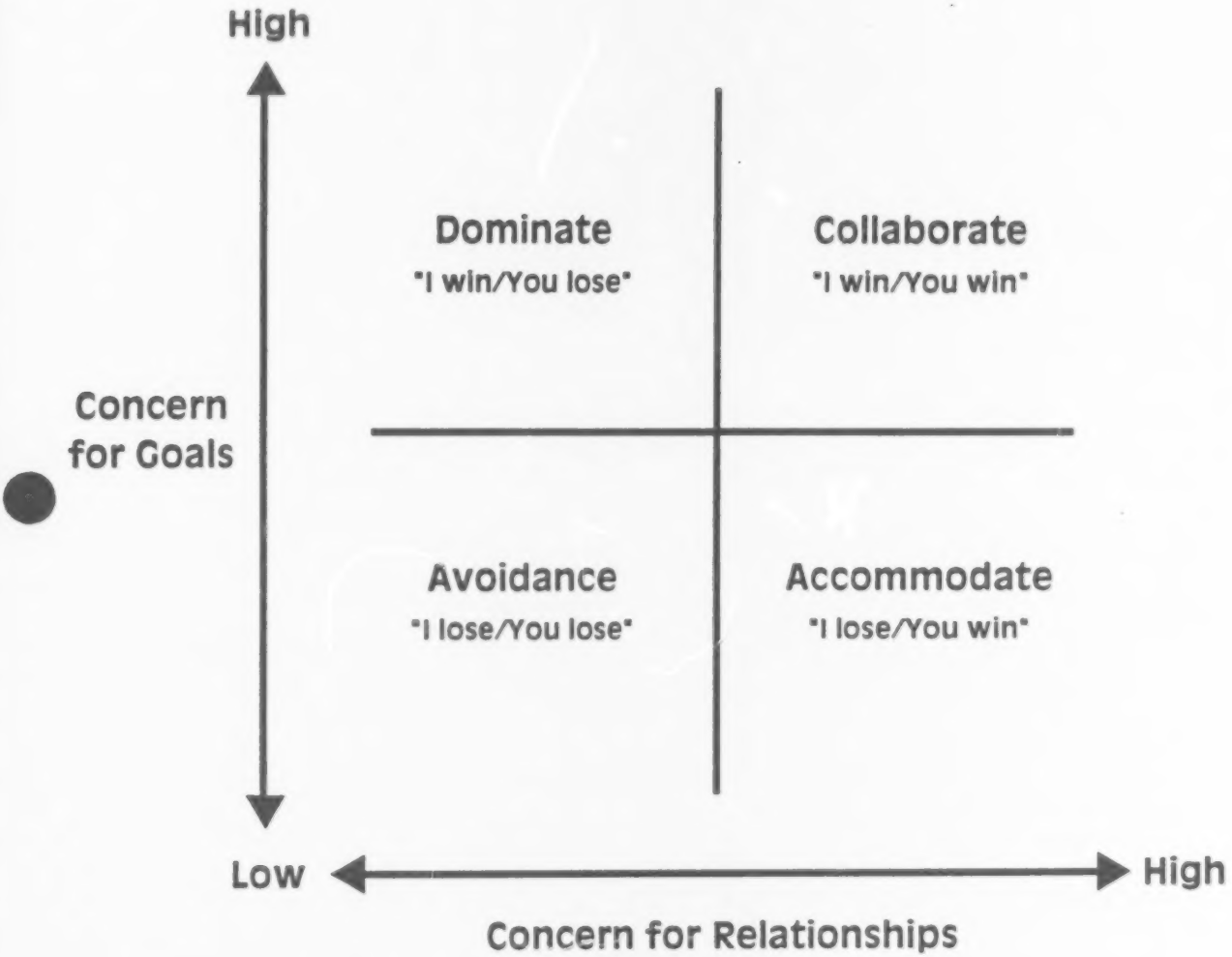
Win-Win
Graph



My main style of managing a conflicts is _____

I would like to do more of _____ and less of _____

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Developing a "Win-Win" Mindset

When trying to resolve a conflict, one person does not have to be completely right and the other person completely wrong. There can be two winners! With some patience, thoughtfulness, and creativity we can often find a solution which allows both sides to be content. This is called a Win-Win situation. It is usually the most effective resolution.

To find a Win-Win solution, we have to be clear about what the real conflict is. We have to discuss the real issue or problem. We have to think about what each person involved in the conflict needs.

Consider the following conflict and what each person needs:

Pedro goes to the company tool room to find a tool he needs to complete a rush job. The tool is not there. Later he sees that Jim has the needed tool in his personal tool box. Pedro gets angry and yells at Jim. Jim tries to explain that he has had to use the tool several times that day, also for an important job. Pedro feels the pressure of his own deadline, becomes more angry, and demands the tool. Jim becomes more defensive and refuses to give Pedro the tool. They become involved in a lengthy argument until the supervisor comes and tells them to get back to work.

What is the conflict?

What does each person need?

What solutions can you think of for Jim and Pedro's conflict?

Which solution could be a Win-Win solution?

For each person to win, who needs to do what?

Pedro needs to _____.

Jim needs to _____.

The Supervisor needs to _____.

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Steps Toward Conflict Resolution

Win-Win Resolution

_____ _____

_____ _____

_____ _____

(Steps person A or group A can take)

(Steps person B or group B can take)

_____

Name the conflict

1. Name, identify, or describe the primary conflict in the blank above.
2. Think of steps each party involved in the conflict can take.
3. Write the steps in the blanks above. (You may add additional steps for additional parties, for example, person C or D.)
4. Will any or all of these steps lead to a Win-Win resolution? Why or why not?

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Workplace Conflict Scenarios

Read the following situation together. Discuss the questions with you group and write your answers.

Don, Amy, and Phillipe work in the same department, on the Day Shift. When they came in Friday morning, they realized the Night Shift had left several parts unfinished or with problems. This had happened several times before. Resentfully, Don, Amy, and Phillipe finished the work and fixed the problems. However this reduced their own shift's productivity. Their supervisor became angry when he saw their shift's production. Though Don, Amy, and Phillipe tried to explain the problem to their supervisor, he just said he didn't want to hear any excuses-he wanted to see results; if they couldn't do the job effectively, someone else would. When they confronted the Night Shift, angrily, it turned into a huge argument with no resolve.

Part A

1. Name the conflict(s).

2. What does each person in the situation need?

3. What is a possible solution? *(Try to use a Win-Win mindset, using the "Steps Toward Conflict Resolution" chart.)*

4. What could you do if the first solution isn't effective?

Part B

Name a conflict you are having, or have had, with someone at work:

What are some possible solutions?

How might there be a Win-Win resolution be achieved in your situation? *(Write the steps on the "Steps Toward Conflict Resolution" chart)*

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Today's Lesson

What did you learn today?

1.

2.

3.

4.

5.

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Think of Someone Who ...

Think of someone who communicates well:_____.

Why do you think that person is an effective communicator?

What can you learn from that person?

Think of someone you have a difficult time communicating with: _____.

Why do you think it is so difficult?

What can be done to achieve more effective communication?

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Characteristics of a Good Communicator

What makes a person an effective speaker? *(List as many characteristics as you can.)*

What makes a person a good listener? *(List as many characteristics as you can.)*

EFFECTIVE SPEAKING + SKILLED LISTENING = GOOD COMMUNICATION!

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ROI

Communication Skills

Personal

+ (Positives)	– (Negatives)
+	–
+	–
+	–
+	–
+	–

Company

+ (Positives)	– (Negatives)
+	–
+	–
+	–
+	–
+	–

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Communication Tips

When you are speaking:

1. Try to be clear and concise as to your point.
2. Tell people exactly what you want them to know or do.
3. Use words your listener(s) will understand. *(Avoid overly sophisticated , acronyms, or technical talk.)*
4. Pay attention to the listeners body language.
5. Give your listener a chance to respond, clarify, or ask questions.
6. Make sure listeners understand your topic or context.
7. Check your tone of voice. **How** you say something is as important *(if not more so)* as **what** you say.
8. Try to enunciate clearly.
9. Think carefully before you speak.
10. Remember: Just because **you** know what you mean and **you** think you've said it clearly, **others** may still not know what you mean or understand you.

*Can you add another important tip for speaking effectively?

_____

When you are listening:

1. Look at the person speaking to pay attention and show respect.
2. Ask questions to clarify or check your understanding.
3. Ignore distracting noises, people, or events as much as possible.
4. Don't think about what you want to say while the other person is speaking.
5. Always respond to the person speaking.
6. Don't interrupt, finish sentences, or hurry the person speaking.
7. Never assume you understand another person. Make sure!
8. Suspend your judgments for the moment. Allow yourself to really consider what the speaker is saying.
9. Try to restate the speakers main point and important facts, asking the speaker if your understanding is correct.
10. Listen with your eyes, face, body, mind, and heart. Be present to the one speaking. Remember: Listening is hard work, but it gives a high return on your investment.

*Can you add another tip for listening skillfully?

_____

*** EFFECTIVE SPEAKING + SKILLFUL LISTENING = GOOD COMMUNICATION!**

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Communication Evaluation

Rate yourself on each item from the Communication Tips. Enter a number between **1** (low) and **10** (high):

Speaking	Listening
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

Optional: How would your spouse or a close friend rate you in each of these categories? How about a co-worker? Your supervisor? Cell, team, or department?

What areas seem to be your strengths?

What areas seem to be your weaknesses?

What would you most like to improve?

How would you rate your company's overall communication skills? (from 1-10)

Which communication skill does your company need to improve the most?

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My First Impression

I came to the U.S. in 1986. My first impression was that I felt freedom, but lonely when I got home. On my first day here, I walked down the street. I felt hungry, so I stopped by a little snack shop to get something to eat. I gave my order: A hamburger and coke can. A cop was standing by the order window. He heard my order, looked at me, and asked, What do you want? I said, A hamburger and Coke can. He said, What, cocaine!. The snack shop owner heard this and got scared. No cocaine sold here! he said. The cop came over to me and asked again, What do you want? I repeated, A Coke can, a Coke in can. Then everyone looked at me and laughed. They said, Next time, don't do it again. I felt embarrassed and left. I've never forgotten my first day in the U.S.

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ESL and Cross-Cultural Communication

When **speaking** to people for whom English is a second language (ESL) or people from other cultures:

1. Speak clearly, slowly and simply. Avoid sophisticated language. Use short sentences. Stop so that the person can process what you are saying.
2. Don't speak unnaturally or louder.
3. Avoid idioms, slang, and abbreviations.
4. Be patient. You might need to say the same thing several times, especially names, numbers, and directions. Spell it or write it out if necessary. Say it another way, with different words, or helpful gestures. Remember : Communication is the goal. Without it, everyone loses.
5. Check your tone of voice. Even though an ESL person might not understand all of what you say, he or she most often understands your tone, especially a negative one. All people respond better to gentleness, kindness, and respect.
6. Check to see if the person understands by asking specific questions. Do not ask, Do you understand? People from other cultures will often answer yes, especially to a person in a position of authority, as a sign of respect or politeness not as an indication of understanding.
7. People from many cultures will not look directly at you, believing it is disrespectful. Don't force them to look you in the eye. They are most likely listening very carefully. You can try to explain or assure a person from another culture that its okay to face you directly, but its best not to force your customs on others.
8. Gestures are different in other cultures. Don't assume that a gesture in America means the same in other parts of the world (or vice-versa). For example the positive Okay sign in America is very offensive to a Brazilian. Try to learn about anothers culture, especially gestures and customs.
9. Speak to ESL people the way you would want to be spoken to if you lived in a foreign country and had to survive using another language.

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ESL and Cross-Cultural Communication
(continued)

When **listening** to people for whom English is a second language or who are from other cultures:

1. Help them understand. Make it easier rather than more difficult.
2. If you don't understand something they say, ask again (and give them time to think and formulate a response - don't cut them off).
3. If you didn't hear what they said (sometimes ESL people speak softly due to a lack of confidence or a fear of ridicule), ask them to repeat the same words (when someone doesn't hear them they often assume it is because of their poor English skills).
4. Don't misinterpret or be offended by an ESL persons tone of voice. They are concentrating on choosing the right words, pronunciation, and grammatical structures, and they are considering cultural differences. Intonation is very difficult for them. Listen to their words.
5. Try not to correct an ESL speakers English while he or she is talking or in front of others to avoid confusion and embarrassment. Its better to help afterwards.
6. Understand that many cultures communicate effectively through indirect means vs. directly. They are usually not trying to be evasive or deceptive. Try to listen carefully for their intended meaning, it is often very thoughtful and considerate. Ask questions to clarify meaning or intent.
7. Many cultures are more passive than the U. S. They are not accustomed to speaking out in meetings, volunteering information, or speaking on behalf of themselves. This can be a very uncomfortable experience for both sides. Considerate questions, careful explanations, encouragement, and patience can yield the desired goals of communication and participation.
8. Use available moments during the work day to speak English with an ESL person. This can cultivate a relationship in which English skills can be developed and confidence gained. You will be greatly appreciated, and communication will occur, to the benefit of all.

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ESL and Cross-Cultural Communication
(continued)

For **ESL speakers**:

1. Speak slowly, clearly, and boldly.
2. Speak loud enough for others to hear you, especially in meetings. Often, others cannot hear you. Its not always your English, but your soft voice, that hinders communication.
3. Be willing to repeat your words as many times as needed until communication happens.
4. If someone doesn't understand your pronunciation, try another word or describe what you mean. You can also try spelling or writing the word you are trying to pronounce. This can be very frustrating, but don't give up too soon.
5. Take risks. Find someone you feel comfortable with and try new words and phrases. This is the only way to improve your communication skills.
6. Allow others to help you make the needed corrections-See the listener as your partner in communication.
7. Its okay to make mistakes. Perfection is not the goal communication is! Smile or laugh when you make mistakes and try again.
8. Don't let people discourage you by their laughter or insults. Deflect negativity and keep going towards your goal: to communicate in English. Your efforts to learn and use English are admirable and worthy of respect.
9. Just because something is polite, respectful, or important in your culture, don't assume it is the same in another culture. Your company has its own culture. You must work with a variety of different people in a common company culture while at work. Learn from, respect, and cooperate with people who are different.
10. Offer your ideas, suggestions, and opinions in meetings and on teams. Companies expect and need your verbal participation in groups.

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ESL and Cross-Cultural Communication
(continued)

For **ESL listeners**

1. Focus on understanding main points, not every word, otherwise you might get lost and miss the important information. Make sure you know the context or topic; it will help you understand necessary words and concepts.
2. Listen for important details and the order of steps or procedures (sequence: pay attention to words like first-second-third,, then, next, before, after, finally, etc.).
3. Try to get the important facts and information in any discussion. If you do not understand what has been said in a meeting or class, after class ask someone to explain the necessary information.
4. Avoid side discussions (especially with someone in your first language) and other distractions while another is speaking. Its important to concentrate fully on the person speaking in order to understand. Conversation is like a puzzle: you need all the pieces for understanding.
5. Ask people to spell names and addresses, especially on the phone. Use the A- as-in-apple, B-as-in-boy, C-as-in-cat technique to clarify similar-sounding letters or words. Distinguish between O (say oh) and 0 (say zero), and be extra careful to distinguish between difficult sounds like 15 and 50, 13 and 30, etc.
6. Ask questions if you do not understand or need more information.
7. Say back what you think you understand to assure communication.
8. Ask supervisors or others to write down information important to your job.
9. Ask others to repeat if you do not understand. Don't just say Yes or Thank you or leave. Understanding the correct information is important for your job and your life. Don't guess make sure you understand!
10. Practice at home. Listen to native-spoken English in short amounts. Tape or video record short segments to listen to repetitively. Use scripts of TV shows or closed-caption machines to check understanding. Most importantly, practice listening to native-speakers talking, and check for understanding.

* Keep learning English. Be a continual, lifelong student. It takes a long time, so be patient with yourself and others. Use what you learn, especially on the job. Your attempts to learn and use English are important for you and very important to your company.

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Its a dog–eat–dog world

but whoever said we had to be dogs?

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Rules for a Fair Fight

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Past-Conflict Evaluation

Think of a time when you could not agree with another person or group. Describe the situation briefly below:

Was it a fair fight? **Yes** **No**

Why or why not?

Can you now think of a better way to handle it?

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Tips for Disagreements

1. **Treat the other person with respect. Don't blame or accuse!**
   Avoid personal attacks (*for example, That's stupid! You don't know what you're talking about!*)
   Tip: Tell why you disagree; explain your feelings.

2. **Ask questions to be sure you understand.**
   Ask, *for example, Are you saying...? OR: Is* **this** *what you mean...?*

3. **Find something you can agree to.**
   There must be something you both can agree to, even when you feel or think differently about the subject. *Find common ground.*

4. **Agree to disagree.**
   Some conflicts don't get resolved right away. Acknowledge that you have a difference of opinion and agree to respect one another. Don't let the problem get in the way of your common tasks or in the way of company business.

5. **Don't give up.**
   Keep open the option of a later resolution. Sometimes people need time to calm down and process the problem.

Can you add tips to this list? Use the space below.

6. _____

7. _____

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Strategies

1. **Stop insisting on your point of view.**
   Don't repeat it over and over. Say it once, simply and clearly. Give the other person(s) time to process your point.

2. **Try to stay calm.**
   Anger worsens the problem! Then people say foolish words, reactions multiply, and doors to future resolution close.

3. **Focus on understanding the other persons main point.**
   Try to restate the other persons point clearly and fairly to make sure you are understanding correctly.

4. **Ask for time to think and try to set up another time to talk.**
   To make sure you keep working on the problem, set a day and time when you'll meet again. Use the time to process and think about the others need and your real needs.

5. **Suggest a third party or mediator.**
   If the conflict seems to be at a standstill, consider asking a mutually respected person to help work out a resolution.

6. **Minimize conflict damage to leave doors open.**

Do...	Don't...
Show respect	Devalue, insult, ridicule.
Stay calm.	Blow up or rant and rave.
Think of the other person and the company.	Give ultimatums or impossible choices.
Use listening/speaking tools.	Do all the talking.
Keep a Win-Win mindset.	Give up.

7. **Use your conflict-resolution tools to think of alternative solutions that make for Win-Win conclusions.**

8. **Vent your feelings, or bounce your ideas off a neutral third party.**

9. **Try again! Listen to the other persons new ideas, and suggest your alternatives.**

10. **If step 9 doesn't bring a satisfactory conclusion, try using a mutually trusted mediator and repeat steps 1 through 9!**

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Managing the Conflict Within

Part A

1. Write about a time when you were really angry. What happened and why? How did you act/react? Was the conflict resolved? If so, how? If not, why not? What do you wish you had done differently?

2. In the company, what things are really frustrating for you or make you angry? *(Share with a partner)*

3. How does your frustration or anger affect workplace productivity?

Part B

1. How do you manage or deal with your anger, frustration, or other inner conflicts? *(Count to 100? Go for a walk? Yell at the dog? Vent to a partner? other?)*

2. What are some conflict prevention strategies you can use? How can you plan **before** the problem? How can you contain the destructive factors of a conflict?

3. What is a useful strategy or plan you can use when you get frustrated or angry?

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Seeing Another Point of View May Help Break the Cycle of Anger

By Doris Helmering
St. Louis Post-Dispatch

Fighting with someone over an event that happened two months ago? Two years ago? Seven years ago?

Judy and her husband agreed that she would be a stay-at-home mom and raise their four children even though she had a master's degree. The year before their last child was out of the nest, her husband announced he wanted a divorce.

One of his reasons he desired a woman who did something with her life other than baby-sit children. Although this was five years ago, Judy continues to fight with her husband in her head and feels like a victim.

Mark lost his job seven months ago. Although the handwriting was on the wall that his job might be ending, Mark did nothing to make himself a more valuable employee, nor did he start pursuing other job possibilities.

Today, still out of a job, Mark vacillates between feeling angry with his old boss and angry with himself.

The question: How do you rid yourself of continuing a fight in your head and move on in your life?

One technique is to try to understand the other person's point of view. What other reasons did the husband have for leaving his wife? Why did the boss choose to let Mark go?

Most people who are continually bound up in their anger are unable to clearly see the situation from the other person's vantage point. They justify their own behavior and exaggerate what the other person did. As soon as you can see an event from another person's viewpoint, you soften emotionally and your anger dissipates.

Another technique is not to allow yourself to think about the event. Judy must stop herself from reflecting on her life with her ex-husband. For her these thoughts of the past are dangerous because they provoke her anger.

Mark needs to forget his old job and concentrate on looking for a new one.

Research shows the way to sustain anger is to brood about the event or to rehash it again and again with your friends. Once you change your thinking and conversations to other topics, your feelings of being trod upon will leave.

Exercise is another way to shed anger. It's just too physically taxing to fight with someone in your head while at the same time walking briskly, pumping iron or using a stair-stepper.

Feeling angry is unpleasant and mostly a waste of energy. It makes feeling intimate and close to others impossible. And it often results in lowered self-esteem.

The best way to rid yourself of ongoing anger–use the techniques suggested above, and remember: There is almost nothing you can't forgive.

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Breaking the Cycle of Anger

Read "Seeing Another Point of View..." and answer the following questions:

1. What are the main conflicts used as examples in the article?

2. What techniques does the article suggest to help break the cycle of anger?

3. Can you come up with any other strategies to break the cycle?

4. Think of a "cycle" situation in your company. How might "finding another point of view" or one of other strategies benefit this situation and possibly break the cycle?

5. Do you now face a personal conflict that might be healed by an alternative perspective or by some other strategy?

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Workplace Resources

1. What avenues exist at your workplace for conflict resolution?

2. What resources are there for anger/inner conflict management? List as many as you know:

3. Are different kinds of conflicts handled by different people or departments?

4. Are you encouraged to participate in solving conflicts? If so, in what ways can or do you participate?

5. Do you believe your ideas are taken seriously? Are they ever implemented?

6. In the company, are "ground rules" used and followed? If so what are they?

7. What kinds of resources, intrapersonal or interpersonal do you wish were available in your company? If they do not exist now, how might they be created?

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Another Way

The train clanked and rattled through the suburbs of Tokyo on a drowsy spring afternoon. Our car was comparatively empty–a few housewives with their kids in tow, some old folks going shopping. I gazed absently at the drab houses and dusty hedgerows.

At one station the doors opened, and suddenly the afternoon quiet was shattered by a man bellowing violent, incomprehensible curses. The man staggered into our car. He wore laborer's clothing and was big, drunk and dirty. Screaming, he swung at a woman holding a baby. The blow sent her spinning into the laps of an elderly couple. It was a miracle that the baby was unharmed.

Terrified, the couple jumped up and scrambled toward the other end of the car. The laborer aimed a kick at the retreating back of the old woman but missed as she scuttled to safety. This so enraged the drunk that he grabbed the metal pole in the center of the car and tried to wrench it out of its stanchion. I could see that one of his hands was cut and bleeding. The train lurched ahead, the passengers frozen with fear. I stood up.

I was young then, some 20 years ago, and in pretty good shape. I'd been putting in a solid eight hours of Aikido training nearly every day for the past three years. I liked to throw and grapple. I thought I was tough. The trouble was, my martial skill was untested in actual combat. As students of Aikido, we were not allowed to fight.

"Aikido," my teacher had said again and again, "is the art of reconciliation. Whoever has the mind to fight has broken his connection with the universe. If you try to dominate people, you're already defeated. We study how to resolve conflict, not how to start it."

I listened to his words. I tried hard. I even went so far as to cross the street to avoid the "chimpira," the pinball punks who lounged around the train stations. My forbearance exalted me. I felt both tough and holy. In my heart, however, I wanted an absolutely legitimate opportunity whereby I might save the innocent by destroying the guilty.

"This is it!" I said to myself as I got to my feet. "People are in danger. If I don't do something fast, somebody will probably get hurt."

Seeing me stand up, the drunk recognized a chance to focus his rage. "Aha!" he roared. "A foreigner! You need a lesson in Japanese manners!"

I held on lightly to the commuter strap overhead and gave him a slow look of disgust and dismissal. I planned to take this turkey apart, but he had to make the first move. I wanted him mad, so I pursed my lips and blew him an insolent kiss.

"All right!" he hollered. "You're gonna get a lesson!" He gathered himself for a rush at me.

A fraction of a second before he could move, someone shouted "Hey!" It was earsplitting. I remember the strangely joyous, lilting quality of it–as though you and a friend had been searching diligently for something, and he had suddenly stumbled upon it. "Hey!"

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Another Way
(continued)

I wheeled to my left; the drunk spun to his right. We both stared down at a little old Japanese man. He must have been well into his seventies, this tiny gentleman, sitting there immaculate in his kimono. He took no notice of me, but beamed delightedly at the laborer, as though he had a most important, most welcome secret to share.

"C'mere," the old man said in an easy vernacular, beckoning to the drunk. "C'mere and talk with me." He waved his hands lightly.

The big man followed, as if on a string. He planted his feet belligerently in front of the old gentleman and roared above the clacking wheels, "Why the hell should I talk to you?" The drunk now had his back to me. If his elbow moved so much as a millimeter, I'd drop him in his socks.

The old man continued to beam at the laborer. "What'cha been drinkin'?" he asked, his eyes sparkling with interest. "I been drinkin' sake," the laborer bellowed back, "and it's none of your business!" Flecks of spittle spattered the old man.

"Oh, that's wonderful," the old man said, "absolutely wonderful! You see, I love sake, too. Every night, me and my wife (she's 76, you know), we warm up a little bottle of sake and take it out into the garden, and we sit on an old wooden bench. We watch the sun go down, and we look to see how our persimmon tree is doing. My great-grandfather planted that tree, and we worry about whether it will recover from those ice storms we had last winter. Our tree has done better than I expected, though, especially when you consider the poor quality of the soil. It is gratifying to watch when we take our sake and go out to enjoy the evening–even when it rains!" He looked up at the laborer, eyes twinkling.

As he struggled to follow the old man, his face began to soften. His fists slowly unclenched. "Yeah," he said. "I love persimmons, too..." His voice trailed off.

"Yes," said the old man, smiling, "and I'm sure you have a wonderful wife."

"No," replied the laborer. "My wife died." Very gently, swaying with the motion of the train, the big man began to sob. "I don't got no wife, I don't got no home, I don't got no job. I'm so ashamed of myself." Tears rolled down his cheeks, a spasm of despair rippled through his body.

As I stood there in my well-scrubbed youthful innocence, my make-this-world-safe-for-democracy righteousness, I felt dirtier than he was.

Then the train arrived at my stop. As the doors opened, I heard the old man cluck sympathetically. "My, my," he said, "that is a difficult predicament indeed. Sit down here and tell me about it."

I turned my head for one last look. The laborer was sprawled on the seat with his head in the old man's lap. The old man was softly stroking the filthy, matted hair.

As the train pulled away, I sat down on a bench in the station. What I had wanted to do with muscle had been accomplished with kind words. I had just seen Aikido in action, and the essence of it was love. I would have to practice the art with an entirely different spirit. It would be a long time before I could speak about the resolution of conflict.

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A Third Alternative

1. Read "Another Way." What is the main point of this story?

2. How did each character in the story manage conflict?

3. Can you find a personal application for this story?

4. Is there a way to apply this story to a company conflict?

5. Are conflicts always negative? How can conflicts benefit a person or a company?

6. What other emotions, problems, and kinds of stress cause inner conflict and affect the workplace? How can they be turned into productive factors?

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Strategies of Prevention

1. How can we prevent conflicts in the workplace? List as many strategies as you can:

2. Which strategies have you already used?

3. Which ones might be helpful for you to try in the future?

4. Which ones need to be further developed within your company?

5. Can you suggest how these strategies might be developed in your company?

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All I Really Needed to Learn, I Learned in Kindergarten

"I realized then that I already know most of what's necessary to live a meaningful life - that it isn't all that complicated. I know it. And have known it for a long, long time. Living it - well, that's another matter, yes? Here's my Credo:

"All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile of Sunday School. These are the things I learned:

"Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and milk are good for you. Live a balanced life–learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that. Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup–they all die. So do we. And then remember the Dick-and-Jane books and the first word you learned–the biggest word of all–LOOK.

"Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

"Take any one of those items and extrapolate it to your family life or your work or your government or your world and it holds true and clear and firm."

Robert Fulgham

For each application under "Kindergarten," find an application helpful for adult "Personal/Company" conflicts:

	Kindergarten		Personal/Company
1.	Share everything.	1.	
2.	Play fair.	2.	
3.	Don't hit people.	3.	
4.	Put things back where you found them.	4.	
5.	Clean up your own mess.	5.	
6.	Don't take things that aren't yours.	6.	

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All I Really Needed to Learn, I Learned in Kindergarten
(continued)

7.	Say you're sorry when you hurt somebody.	7.
8.	Wash your hands before you eat.	8.
9.	Flush.	9.
10.	Warm cookies and milk are good for you.	10.
11.	Live a balanced life–learn some and think some and draw and paint and sing and dance and play and work every day some.	11.
12.	Take a nap every afternoon.	12.
13.	When you go out into the world, watch for traffic, hold hands, and stick together.	13.
14.	Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that.	14.
15.	Goldfish and hamsters and white mice and even the little seed in the Styro-foam cup–they all die. So do we.	15.
16.	And then remember the Dick-and-Jane books and the first word you learned–the biggest word of all–**LOOK.**	16.

(Think of your schooling, your parents, your culture, your experience. What can you add?)

17.		17.
18.		18.
19.		19.
20.		20.

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Conflict Resolution Objectives: Lessons 1–6

Goals: *To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively.*

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"

1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of *consensus*.

Objectives of Workshop 2: "Developing a Win-Win Attitude"

1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. [AU:"practical" OK?]

Objectives of Workshop 3: "Tools for Conflict Resolution: Speaking and Listening Constructively"

1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"

1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflicts Within"

1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts: Heading 'em Off at the Pass"

1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

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Conflict Resolution Poster

1. Create a poster that presents what you have learned in these workshops–a poster that can be helpful to your company.

2. Add your company's logo to the poster. Make it colorful, multidimensional, informative, graphic, and simple to understand.

3. Evaluate the posters to determine which is best. Using group consensus, evaluate the posters for their *content, presentation,* and *usefulness* to people in your company.

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Conflict Resolution Survey

1. What are the most frequent kinds of conflicts in the workplace?

2. How do people at work usually deal with conflicts? *(Check as many as apply to your worksite.)*

___ Get angry
___ Avoid the conflict
___ Listen to one another carefully
___ Look for revenge in some way
___ Force others to do it their way
___ Talk directly to the people involved
___ Have a meeting to talk it over
___ Take sides
___ Gossip or spread rumors
___ Get a supervisor to solve the conflict
___ Let it go
___ Silently resist
___ Try to understand the other persons point of view
___ Other _____

3. How do **you** usually deal with a company conflict or with a personal conflict?

4. How do **you** wish people would handle conflicts?

5. What effects do unresolved conflicts have on people? On companies?

6. Describe your companys policy for dealing with conflicts in the workplace.

7. How could we prevent workplace conflicts?

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8. Rate your ability to resolve conflicts. On a scale of 0 (not able) to 100 (very able), enter the number that best describes your competence:

Dealing with your own conflicts: _____%
Helping with the conflicts of others: _____%
Handling company conflicts: _____%

9. Rate yourself as a communicator. On each line below, *write* **A** *(excellent)*, **B** *(effective)*, **C** *(average)*, or **D** *(ineffective)*:

As a speaker _____
As a listener _____
With someone who speaks English as a second language _____
With someone from a different culture _____
With your co-workers _____
With your supervisor or manager _____
With your employees (if you're a supervisor) _____

10. Rate your company's communication effectiveness. *Write* **A** *(excellent)*, **B** *(effective)*, **C** *(average)*, or **D** *(ineffective)*:

_____

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Common Conflicts/Resolutions

Common Conflicts in the Workplace:

Typical Ways of Resolving Conflicts in the Workplace

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Consensus =

The general opinion or agreement of a group.

Consensus=

A decision agreed upon by the entire group or team.
A decision that all members can support **and** *no members oppose.*

Consensus involves time, listening, consideration of all ideas, flexibility, cooperation, and the will to act as a team for **the best** *of the company, group, and individual.*

Might not be everyones first choice or priority. Might not make everyone **totally** *satisfied.*

Does **not** *violate or compromise any strong convictions.*

Is the most effect and desired goal of decision-making and conflict resolution.

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Dear Abby

Part A

Read the letter to Abby.

Discuss a solution with your partner. Make sure you identify the real conflict. Try to find some helpful solutions. Share your ideas with the whole class.

Compare Abbys answer to your own and to the other answers read in class.

Working with the class, decide on the best solution.

Part B
Option 1

Write a short letter to Abby containing an unresolved conflict (either real or imagined) that you have had at work.

Share your letter with another person, who will play Abby, will write a solution, and then return your letter to you.

Option 2

Half of the class: As an employee, write a letter to your company (Dear Company), describing a conflict you are aware of and asking for a solution.

Other half of the class: Acting as a spokesperson for the company, write a letter to the employees (Dear Employees) concerning a company conflict and asking for a solution.

Exchange your letter with someone from the other half and propose resolutions to the conflicts raised.

Return your letters to the original writers and discuss the solutions.

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Conflict Resolution Log

	Date	Conflict Observed	How Conflict Was Managed	Style (Dominate, Accommodate Avoid, Collaborate)	A More-Effective Resolution ("Win-Win")
1					
2					
3					
4					
5					
6					
7					

A Hole in the Boat

Some people were sitting in a boat, when one of them took a drill and began to drill a hole under his seat.

The other people in the boat became very concerned and said to him, "What are you doing?"

He replied, "Am I not drilling the hole under my own seat? What does this have to do with you?"

Questions to discuss and ponder:

What does this have to do with you?
What does this have to do with your company?
What does this have to do with conflict resolution?

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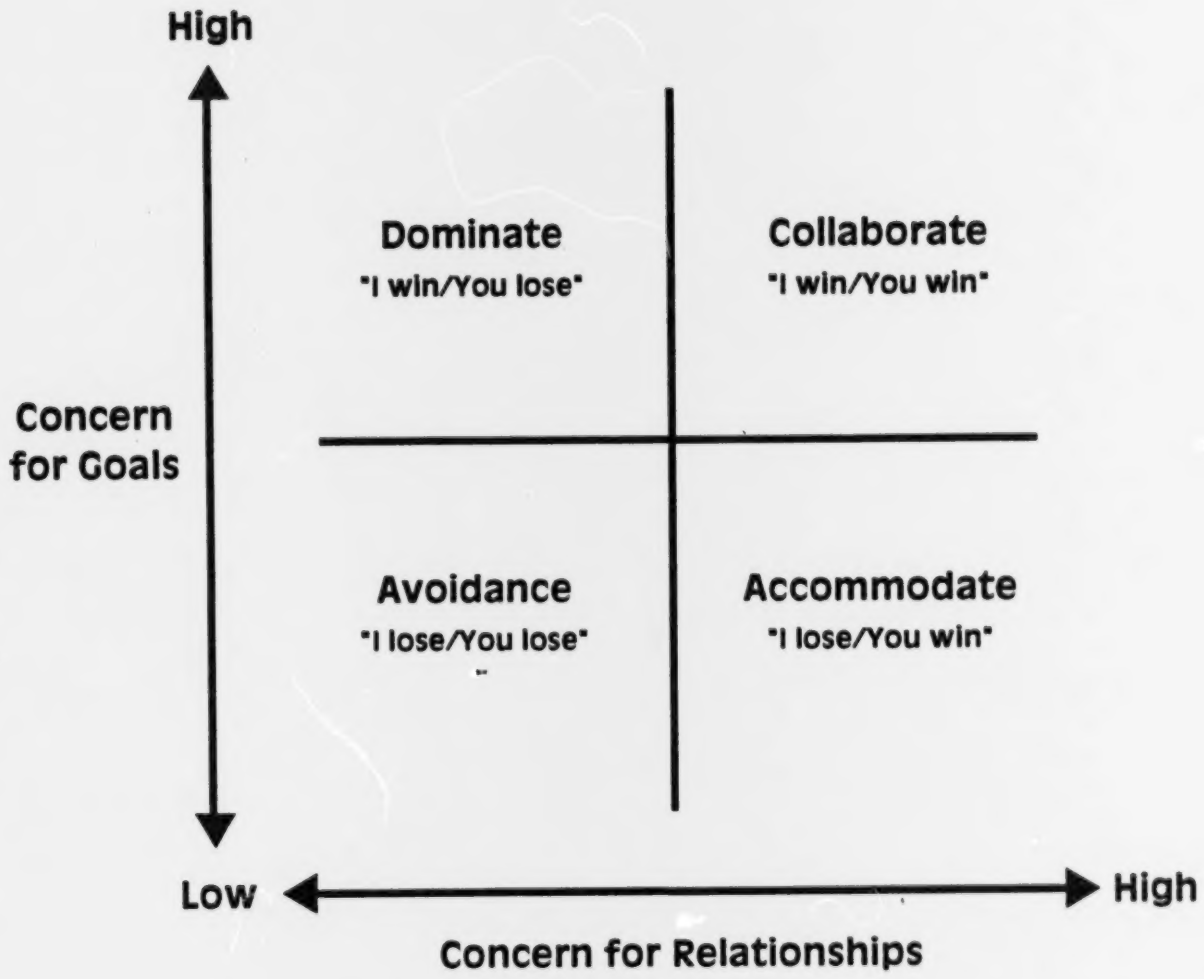
Win-Win
Graph



My main style of managing a conflicts is _____

I would like to do more of _____ and less of _____

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Developing a "Win-Win" Mindset

When trying to resolve a conflict, one person does not have to be completely right and the other person completely wrong. There can be two winners! With some patience, thoughtfulness, and creativity we can often find a solution which allows both sides to be content. This is called a Win-Win situation. It is usually the most effective resolution.

To find a Win-Win solution, we have to be clear about what the real conflict is. We have to discuss the real issue or problem. We have to think about what each person involved in the conflict needs.

Consider the following conflict and what each person needs:

Pedro goes to the company tool room to find a tool he needs to complete a rush job. The tool is not there. Later he sees that Jim has the needed tool in his personal tool box. Pedro gets angry and yells at Jim. Jim tries to explain that he has had to use the tool several times that day, also for an important job. Pedro feels the pressure of his own deadline, becomes more angry, and demands the tool. Jim becomes more defensive and refuses to give Pedro the tool. They become involved in a lengthy argument until the supervisor comes and tells them to get back to work.

What is the conflict?

What does each person need?

What solutions can you think of for Jim and Pedro's conflict?

Which solution could be a Win-Win solution?

For each person to win, who needs to do what?

Pedro needs to _____.

Jim needs to _____.

The Supervisor needs to _____.

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Steps Toward Conflict Resolution

Win-Win Resolution

_____ _____

_____ _____

_____ _____

(Steps person A or group A can take)

(Steps person B or group B can take)

_____

Name the conflict

1. Name, identify, or describe the primary conflict in the blank above.
2. Think of steps each party involved in the conflict can take.
3. Write the steps in the blanks above. (You may add additional steps for additional parties, for example, person C or D.)
4. Will any or all of these steps lead to a Win-Win resolution? Why or why not?

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Workplace Conflict Scenarios

Read the following situation together. Discuss the questions with you group and write your answers.

Don, Amy, and Phillipe work in the same department, on the Day Shift. When they came in Friday morning, they realized the Night Shift had left several parts unfinished or with problems. This had happened several times before. Resentfully, Don, Amy, and Phillipe finished the work and fixed the problems. However this reduced their own shift's productivity. Their supervisor became angry when he saw their shift's production. Though Don, Amy, and Phillipe tried to explain the problem to their supervisor, he just said he didn't want to hear any excuses-he wanted to see results; if they couldn't do the job effectively, someone else would. When they confronted the Night Shift, angrily, it turned into a huge argument with no resolve.

Part A

1. Name the conflict(s).

2. What does each person in the situation need?

3. What is a possible solution? *(Try to use a Win-Win mindset, using the "Steps Toward Conflict Resolution" chart.)*

4. What could you do if the first solution isn't effective?

Part B

Name a conflict you are having, or have had, with someone at work:

What are some possible solutions?

How might there be a Win-Win resolution be achieved in your situation? *(Write the steps on the "Steps Toward Conflict Resolution" chart)*

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Today's Lesson

What did you learn today?

1.

2.

3.

4.

5.

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Think of Someone Who ...

Think of someone who communicates well:_____.

Why do you think that person is an effective communicator?

What can you learn from that person?

Think of someone you have a difficult time communicating with: _____.

Why do you think it is so difficult?

What can be done to achieve more effective communication?

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Characteristics of a Good Communicator

What makes a person an effective speaker? *(List as many characteristics as you can.)*

What makes a person a good listener? *(List as many characteristics as you can.)*

EFFECTIVE SPEAKING + SKILLED LISTENING = GOOD COMMUNICATION!

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ROI

Communication Skills

Personal

+ (Positives)	– (Negatives)
+	–
+	–
+	–
+	–
+	–

Company

+ (Positives)	– (Negatives)
+	–
+	–
+	–
+	–
+	–

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Communication Tips

When you are speaking:

1. Try to be clear and concise as to your point.
2. Tell people exactly what you want them to know or do.
3. Use words your listener(s) will understand. *(Avoid overly sophisticated , acronyms, or technical talk.)*
4. Pay attention to the listeners body language.
5. Give your listener a chance to respond, clarify, or ask questions.
6. Make sure listeners understand your topic or context.
7. Check your tone of voice. **How** you say something is as important *(if not more so)* as **what** you say.
8. Try to enunciate clearly.
9. Think carefully before you speak.
10. Remember: Just because **you** know what you mean and **you** think you've said it clearly, **others** may still not know what you mean or understand you.

*Can you add another important tip for speaking effectively?

_____

When you are listening:

1. Look at the person speaking to pay attention and show respect.
2. Ask questions to clarify or check your understanding.
3. Ignore distracting noises, people, or events as much as possible.
4. Don't think about what you want to say while the other person is speaking.
5. Always respond to the person speaking.
6. Don't interrupt, finish sentences, or hurry the person speaking.
7. Never assume you understand another person. Make sure!
8. Suspend your judgments for the moment. Allow yourself to really consider what the speaker is saying.
9. Try to restate the speakers main point and important facts, asking the speaker if your understanding is correct.
10. Listen with your eyes, face, body, mind, and heart. Be present to the one speaking. Remember: Listening is hard work, but it gives a high return on your investment.

*Can you add another tip for listening skillfully?

_____

*** EFFECTIVE SPEAKING + SKILLFUL LISTENING = GOOD COMMUNICATION!**

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Communication Evaluation

Rate yourself on each item from the Communication Tips. Enter a number between **1** (low) and **10** (high):

	Speaking	Listening
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		

Optional: How would your spouse or a close friend rate you in each of these categories? How about a co-worker? Your supervisor? Cell, team, or department?

What areas seem to be your strengths?

What areas seem to be your weaknesses?

What would you most like to improve?

How would you rate your company's overall communication skills? (from 1-10)

Which communication skill does your company need to improve the most?

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My First Impression

I came to the U.S. in 1986. My first impression was that I felt freedom, but lonely when I got home. On my first day here, I walked down the street. I felt hungry, so I stopped by a little snack shop to get something to eat. I gave my order: A hamburger and coke can. A cop was standing by the order window. He heard my order, looked at me, and asked, What do you want? I said, A hamburger and Coke can. He said, What, cocaine!. The snack shop owner heard this and got scared. No cocaine sold here! he said. The cop came over to me and asked again, What do you want? I repeated, A Coke can, a Coke in can. Then everyone looked at me and laughed. They said, Next time, don't do it again. I felt embarrassed and left. I've never forgotten my first day in the U.S.

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ESL and Cross-Cultural Communication

When **speaking** to people for whom English is a second language (ESL) or people from other cultures:

1. Speak clearly, slowly and simply. Avoid sophisticated language. Use short sentences. Stop so that the person can process what you are saying.
2. Don't speak unnaturally or louder.
3. Avoid idioms, slang, and abbreviations.
4. Be patient. You might need to say the same thing several times, especially names, numbers, and directions. Spell it or write it out if necessary. Say it another way, with different words, or helpful gestures. Remember : Communication is the goal. Without it, everyone loses.
5. Check your tone of voice. Even though an ESL person might not understand all of what you say, he or she most often understands your tone, especially a negative one. All people respond better to gentleness, kindness, and respect.
6. Check to see if the person understands by asking specific questions. Do not ask, Do you understand? People from other cultures will often answer yes, especially to a person in a position of authority, as a sign of respect or politeness not as an indication of understanding.
7. People from many cultures will not look directly at you, believing it is disrespectful. Don't force them to look you in the eye. They are most likely listening very carefully. You can try to explain or assure a person from another culture that its okay to face you directly, but its best not to force your customs on others.
8. Gestures are different in other cultures. Don't assume that a gesture in America means the same in other parts of the world (or vice-versa). For example the positive Okay sign in America is very offensive to a Brazilian. Try to learn about anothers culture, especially gestures and customs.
9. Speak to ESL people the way you would want to be spoken to if you lived in a foreign country and had to survive using another language.

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ESL and Cross-Cultural Communication
(continued)

When **listening** to people for whom English is a second language or who are from other cultures:

1. Help them understand. Make it easier rather than more difficult.
2. If you don't understand something they say, ask again (and give them time to think and formulate a response - don't cut them off).
3. If you didn't hear what they said (sometimes ESL people speak softly due to a lack of confidence or a fear of ridicule), ask them to repeat the same words (when someone doesn't hear them they often assume it is because of their poor English skills).
4. Don't misinterpret or be offended by an ESL persons tone of voice. They are concentrating on choosing the right words, pronunciation, and grammatical structures, and they are considering cultural differences. Intonation is very difficult for them. Listen to their words.
5. Try not to correct an ESL speakers English while he or she is talking or in front of others to avoid confusion and embarrassment. Its better to help afterwards.
6. Understand that many cultures communicate effectively through indirect means vs. directly. They are usually not trying to be evasive or deceptive. Try to listen carefully for their intended meaning, it is often very thoughtful and considerate. Ask questions to clarify meaning or intent.
7. Many cultures are more passive than the U. S. They are not accustomed to speaking out in meetings, volunteering information, or speaking on behalf of themselves. This can be a very uncomfortable experience for both sides. Considerate questions, careful explanations, encouragement, and patience can yield the desired goals of communication and participation.
8. Use available moments during the work day to speak English with an ESL person. This can cultivate a relationship in which English skills can be developed and confidence gained. You will be greatly appreciated, and communication will occur, to the benefit of all.

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ESL and Cross-Cultural Communication
(continued)

For **ESL speakers**:

1. Speak slowly, clearly, and boldly.
2. Speak loud enough for others to hear you, especially in meetings. Often, others cannot hear you. Its not always your English, but your soft voice, that hinders communication.
3. Be willing to repeat your words as many times as needed until communication happens.
4. If someone doesn't understand your pronunciation, try another word or describe what you mean. You can also try spelling or writing the word you are trying to pronounce. This can be very frustrating, but don't give up too soon.
5. Take risks. Find someone you feel comfortable with and try new words and phrases. This is the only way to improve your communication skills.
6. Allow others to help you make the needed corrections-See the listener as your partner in communication.
7. Its okay to make mistakes. Perfection is not the goal communication is! Smile or laugh when you make mistakes and try again.
8. Don't let people discourage you by their laughter or insults. Deflect negativity and keep going towards your goal: to communicate in English. Your efforts to learn and use English are admirable and worthy of respect.
9. Just because something is polite, respectful, or important in your culture, don't assume it is the same in another culture. Your company has its own culture. You must work with a variety of different people in a common company culture while at work. Learn from, respect, and cooperate with people who are different.
10. Offer your ideas, suggestions, and opinions in meetings and on teams. Companies expect and need your verbal participation in groups.

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ESL and Cross-Cultural Communication
(continued)

For **ESL listeners**

1. Focus on understanding main points, not every word, otherwise you might get lost and miss the important information. Make sure you know the context or topic; it will help you understand necessary words and concepts.
2. Listen for important details and the order of steps or procedures (sequence: pay attention to words like first-second-third,, then, next, before, after, finally, etc.).
3. Try to get the important facts and information in any discussion. If you do not understand what has been said in a meeting or class, after class ask someone to explain the necessary information.
4. Avoid side discussions (especially with someone in your first language) and other distractions while another is speaking. Its important to concentrate fully on the person speaking in order to understand. Conversation is like a puzzle: you need all the pieces for understanding.
5. Ask people to spell names and addresses, especially on the phone. Use the A- as-in-apple, B-as-in-boy, C-as-in-cat technique to clarify similar-sounding letters or words. Distinguish between O (say oh) and 0 (say zero), and be extra careful to distinguish between difficult sounds like 15 and 50, 13 and 30, etc.
6. Ask questions if you do not understand or need more information.
7. Say back what you think you understand to assure communication.
8. Ask supervisors or others to write down information important to your job.
9. Ask others to repeat if you do not understand. Don't just say Yes or Thank you or leave. Understanding the correct information is important for your job and your life. Don't guess make sure you understand!
10. Practice at home. Listen to native-spoken English in short amounts. Tape or video record short segments to listen to repetitively. Use scripts of TV shows or closed-caption machines to check understanding. Most importantly, practice listening to native-speakers talking, and check for understanding.

* Keep learning English. Be a continual, lifelong student. It takes a long time, so be patient with yourself and others. Use what you learn, especially on the job. Your attempts to learn and use English are important for you and very important to your company.

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Its a dog–eat–dog world

but whoever said we had to be dogs?

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Rules for a Fair Fight

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

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Past-Conflict Evaluation

Think of a time when you could not agree with another person or group. Describe the situation briefly below:

Was it a fair fight? **Yes** **No**

Why or why not?

Can you now think of a better way to handle it?

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Tips for Disagreements

1. **Treat the other person with respect. Don't blame or accuse!**
   Avoid personal attacks (*for example, That's stupid! You don't know what you're talking about!*)
   Tip: Tell why you disagree; explain your feelings.

2. **Ask questions to be sure you understand.**
   Ask, *for example, Are you saying...? OR: Is* **this** *what you mean...?*

3. **Find something you can agree to.**
   There must be something you both can agree to, even when you feel or think differently about the subject. *Find common ground.*

4. **Agree to disagree.**
   Some conflicts don't get resolved right away. Acknowledge that you have a difference of opinion and agree to respect one another. Don't let the problem get in the way of your common tasks or in the way of company business.

5. **Don't give up.**
   Keep open the option of a later resolution. Sometimes people need time to calm down and process the problem.

Can you add tips to this list? Use the space below.

6. _____

7. _____

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Strategies

1. **Stop insisting on your point of view.**
   Don't repeat it over and over. Say it once, simply and clearly. Give the other person(s) time to process your point.
2. **Try to stay calm.**
   Anger worsens the problem! Then people say foolish words, reactions multiply, and doors to future resolution close.
3. **Focus on understanding the other persons main point.**
   Try to restate the other persons point clearly and fairly to make sure you are understanding correctly.
4. **Ask for time to think and try to set up another time to talk.**
   To make sure you keep working on the problem, set a day and time when you'll meet again. Use the time to process and think about the others need and your real needs.
5. **Suggest a third party or mediator.**
   If the conflict seems to be at a standstill, consider asking a mutually respected person to help work out a resolution.
6. **Minimize conflict damage to leave doors open.**

Do...	Don't...
Show respect	.Devalue, insult, ridicule.
Stay calm.	Blow up or rant and rave.
Think of the other person and the company.	Give ultimatums or impossible choices.
Use listening/speaking tools.	Do all the talking.
Keep a Win-Win mindset.	Give up.

7. **Use your conflict-resolution tools to think of alternative solutions that make for Win-Win conclusions.**
8. **Vent your feelings, or bounce your ideas off a neutral third party.**
9. **Try again! Listen to the other persons new ideas, and suggest your alternatives.**
10. **If step 9 doesn't bring a satisfactory conclusion, try using a mutually trusted mediator and repeat steps 1 through 9!**

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Managing the Conflict Within

Part A

1. Write about a time when you were really angry. What happened and why? How did you act/react? Was the conflict resolved? If so, how? If not, why not? What do you wish you had done differently?

2. In the company, what things are really frustrating for you or make you angry? *(Share with a partner)*

3. How does your frustration or anger affect workplace productivity?

Part B

1. How do you manage or deal with your anger, frustration, or other inner conflicts? *(Count to 100? Go for a walk? Yell at the dog? Vent to a partner? other?)*

2. What are some conflict prevention strategies you can use? How can you plan **before** the problem? How can you contain the destructive factors of a conflict?

3. What is a useful strategy or plan you can use when you get frustrated or angry?

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Seeing Another Point of View May Help Break the Cycle of Anger

By Doris Helmering
St. Louis Post-Dispatch

Fighting with someone over an event that happened two months ago? Two years ago? Seven years ago?

Judy and her husband agreed that she would be a stay-at-home mom and raise their four children even though she had a master's degree. The year before their last child was out of the nest, her husband announced he wanted a divorce.

One of his reasons he desired a woman who did something with her life other than baby-sit children. Although this was five years ago, Judy continues to fight with her husband in her head and feels like a victim.

Mark lost his job seven months ago. Although the handwriting was on the wall that his job might be ending, Mark did nothing to make himself a more valuable employee, nor did he start pursuing other job possibilities.

Today, still out of a job, Mark vacillates between feeling angry with his old boss and angry with himself.

The question: How do you rid yourself of continuing a fight in your head and move on in your life?

One technique is to try to understand the other person's point of view. What other reasons did the husband have for leaving his wife? Why did the boss choose to let Mark go?

Most people who are continually bound up in their anger are unable to clearly see the situation from the other person's vantage point. They justify their own behavior and exaggerate what the other person did. As soon as you can see an event from another person's viewpoint, you soften emotionally and your anger dissipates.

Another technique is not to allow yourself to think about the event. Judy must stop herself from reflecting on her life with her ex-husband. For her these thoughts of the past are dangerous because they provoke her anger.

Mark needs to forget his old job and concentrate on looking for a new one.

Research shows the way to sustain anger is to brood about the event or to rehash it again and again with your friends. Once you change your thinking and conversations to other topics, your feelings of being trod upon will leave.

Exercise is another way to shed anger. It's just too physically taxing to fight with someone in your head while at the same time walking briskly, pumping iron or using a stair-stepper.

Feeling angry is unpleasant and mostly a waste of energy. It makes feeling intimate and close to others impossible. And it often results in lowered self-esteem.

The best way to rid yourself of ongoing anger–use the techniques suggested above, and remember: There is almost nothing you can't forgive.

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Breaking the Cycle of Anger

Read "Seeing Another Point of View..." and answer the following questions:

1. What are the main conflicts used as examples in the article?

2. What techniques does the article suggest to help break the cycle of anger?

3. Can you come up with any other strategies to break the cycle?

4. Think of a "cycle" situation in your company. How might "finding another point of view" or one of other strategies benefit this situation and possibly break the cycle?

5. Do you now face a personal conflict that might be healed by an alternative perspective or by some other strategy?

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Workplace Resources

1. What avenues exist at your workplace for conflict resolution?

2. What resources are there for anger/inner conflict management? List as many as you know:

3. Are different kinds of conflicts handled by different people or departments?

4. Are you encouraged to participate in solving conflicts? If so, in what ways can or do you participate?

5. Do you believe your ideas are taken seriously? Are they ever implemented?

6. In the company, are "ground rules" used and followed? If so what are they?

7. What kinds of resources, intrapersonal or interpersonal do you wish were available in your company? If they do not exist now, how might they be created?

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Another Way

The train clanked and rattled through the suburbs of Tokyo on a drowsy spring afternoon. Our car was comparatively empty–a few housewives with their kids in tow, some old folks going shopping. I gazed absently at the drab houses and dusty hedgerows.

At one station the doors opened, and suddenly the afternoon quiet was shattered by a man bellowing violent, incomprehensible curses. The man staggered into our car. He wore laborer's clothing and was big, drunk and dirty. Screaming, he swung at a woman holding a baby. The blow sent her spinning into the laps of an elderly couple. It was a miracle that the baby was unharmed.

Terrified, the couple jumped up and scrambled toward the other end of the car. The laborer aimed a kick at the retreating back of the old woman but missed as she scuttled to safety. This so enraged the drunk that he grabbed the metal pole in the center of the car and tried to wrench it out of its stanchion. I could see that one of his hands was cut and bleeding. The train lurched ahead, the passengers frozen with fear. I stood up.

I was young then, some 20 years ago, and in pretty good shape. I'd been putting in a solid eight hours of Aikido training nearly every day for the past three years. I liked to throw and grapple. I thought I was tough. The trouble was, my martial skill was untested in actual combat. As students of Aikido, we were not allowed to fight.

"Aikido," my teacher had said again and again, "is the art of reconciliation. Whoever has the mind to fight has broken his connection with the universe. If you try to dominate people, you're already defeated. We study how to resolve conflict, not how to start it."

I listened to his words. I tried hard. I even went so far as to cross the street to avoid the "chimpira," the pinball punks who lounged around the train stations. My forbearance exalted me. I felt both tough and holy. In my heart, however, I wanted an absolutely legitimate opportunity whereby I might save the innocent by destroying the guilty.

"This is it!" I said to myself as I got to my feet. "People are in danger. If I don't do something fast, somebody will probably get hurt."

Seeing me stand up, the drunk recognized a chance to focus his rage. "Aha!" he roared. "A foreigner! You need a lesson in Japanese manners!"

I held on lightly to the commuter strap overhead and gave him a slow look of disgust and dismissal. I planned to take this turkey apart, but he had to make the first move. I wanted him mad, so I pursed my lips and blew him an insolent kiss.

"All right!" he hollered. "You're gonna get a lesson!" He gathered himself for a rush at me.

A fraction of a second before he could move, someone shouted "Hey!" It was earsplitting. I remember the strangely joyous, lilting quality of it–as though you and a friend had been searching diligently for something, and he had suddenly stumbled upon it. "Hey!"

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Another Way
(continued)

I wheeled to my left; the drunk spun to his right. We both stared down at a little old Japanese man. He must have been well into his seventies, this tiny gentleman, sitting there immaculate in his kimono. He took no notice of me, but beamed delightedly at the laborer, as though he had a most important, most welcome secret to share.

"C'mere," the old man said in an easy vernacular, beckoning to the drunk. "C'mere and talk with me." He waved his hands lightly.

The big man followed, as if on a string. He planted his feet belligerently in front of the old gentleman and roared above the clacking wheels, "Why the hell should I talk to you?" The drunk now had his back to me. If his elbow moved so much as a millimeter, I'd drop him in his socks.

The old man continued to beam at the laborer. "What'cha been drinkin'?" he asked, his eyes sparkling with interest. "I been drinkin' sake," the laborer bellowed back, "and it's none of your business!" Flecks of spittle spattered the old man.

"Oh, that's wonderful," the old man said, "absolutely wonderful! You see, I love sake, too. Every night, me and my wife (she's 76, you know), we warm up a little bottle of sake and take it out into the garden, and we sit on an old wooden bench. We watch the sun go down, and we look to see how our persimmon tree is doing. My great-grandfather planted that tree, and we worry about whether it will recover from those ice storms we had last winter. Our tree has done better than I expected, though, especially when you consider the poor quality of the soil. It is gratifying to watch when we take our sake and go out to enjoy the evening–even when it rains!" He looked up at the laborer, eyes twinkling.

As he struggled to follow the old man, his face began to soften. His fists slowly unclenched. "Yeah," he said. "I love persimmons, too..." His voice trailed off.

"Yes," said the old man, smiling, "and I'm sure you have a wonderful wife."

"No," replied the laborer. "My wife died." Very gently, swaying with the motion of the train, the big man began to sob. "I don't got no wife, I don't got no home, I don't got no job. I'm so ashamed of myself." Tears rolled down his cheeks, a spasm of despair rippled through his body.

As I stood there in my well-scrubbed youthful innocence, my make-this-world-safe-for-democracy righteousness, I felt dirtier than he was.

Then the train arrived at my stop. As the doors opened, I heard the old man cluck sympathetically. "My, my," he said, "that is a difficult predicament indeed. Sit down here and tell me about it."

I turned my head for one last look. The laborer was sprawled on the seat with his head in the old man's lap. The old man was softly stroking the filthy, matted hair.

As the train pulled away, I sat down on a bench in the station. What I had wanted to do with muscle had been accomplished with kind words. I had just seen Aikido in action, and the essence of it was love. I would have to practice the art with an entirely different spirit. It would be a long time before I could speak about the resolution of conflict.

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A Third Alternative

1. Read "Another Way." What is the main point of this story?

2. How did each character in the story manage conflict?

3. Can you find a personal application for this story?

4. Is there a way to apply this story to a company conflict?

5. Are conflicts always negative? How can conflicts benefit a person or a company?

6. What other emotions, problems, and kinds of stress cause inner conflict and affect the workplace? How can they be turned into productive factors?

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Strategies of Prevention

1. How can we prevent conflicts in the workplace? List as many strategies as you can:

2. Which strategies have you already used?

3. Which ones might be helpful for you to try in the future?

4. Which ones need to be further developed within your company?

5. Can you suggest how these strategies might be developed in your company?

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All I Really Needed to Learn, I Learned in Kindergarten

"I realized then that I already know most of what's necessary to live a meaningful life - that it isn't all that complicated. I know it. And have known it for a long, long time. Living it –well, that's another matter, yes? Here's my Credo:

"All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile of Sunday School. These are the things I learned:

"Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and milk are good for you. Live a balanced life–learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that. Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup–they all die. So do we. And then remember the Dick-and-Jane books and the first word you learned–the biggest word of all–LOOK.

"Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

"Take any one of those items and extrapolate it to your family life or your work or your government or your world and it holds true and clear and firm."

Robert Fulgham

For each application under "Kindergarten," find an application helpful for adult "Personal/Company" conflicts:

	Kindergarten		Personal/Company
1.	Share everything.	1.	
2.	Play fair.	2.	
3.	Don't hit people.	3	
4.	Put things back where you found them.	4.	
5.	Clean up your own mess.	5.	
6.	Don't take things that aren't yours.	6.	

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All I Really Needed to Learn, I Learned in Kindergarten
(continued)

7.	Say you're sorry when you hurt somebody.	7.
8.	Wash your hands before you eat.	8.
9.	Flush.	9.
10.	Warm cookies and milk are good for you.	10.
11.	Live a balanced life–learn some and think some and draw and paint and sing and dance and play and work every day some.	11.
12.	Take a nap every afternoon.	12.
13.	When you go out into the world, watch for traffic, hold hands, and stick together.	13.
14.	Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that.	14.
15.	Goldfish and hamsters and white mice and even the little seed in the Styro-foam cup–they all die. So do we.	15.
16.	And then remember the Dick-and-Jane books and the first word you learned–the biggest word of all–**LOOK.**	16.

(Think of your schooling, your parents, your culture, your experience. What can you add?)

17.		17.
18.		18.
19.		19.
20.		20.

Transparency 31b

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Conflict Resolution Objectives: Lessons 1–6

Goals: *To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively.*

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"

1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of *consensus.*

Objectives of Workshop 2: "Developing a Win-Win Attitude"

1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. [AU:"practical" OK?]

Objectives of Workshop 3: "Tools for Conflict Resolution: Speaking and Listening Constructively"

1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"

1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflicts Within"

1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts: Heading 'em Off at the Pass"

1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

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Conflict Resolution Poster

1. Create a poster that presents what you have learned in these workshops–a poster that can be helpful to your company.

2. Add your company's logo to the poster. Make it colorful, multidimensional, informative, graphic, and simple to understand.

3. Evaluate the posters to determine which is best. Using group consensus, evaluate the posters for their *content, presentation,* and *usefulness* to people in your company.

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JobLink

Winning At Work

Resolving Conflicts

Supervisor— Getting Along With Co-Workers

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JobLink

Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Supervisor Lesson 1

Lesson Description

This session assists supervisors in understanding the goals and objectives of the conflict resolution module. By including the supervisors in the training up front, the instructor can address their needs and concerns and encourage continual support for the employees throughout the sessions and consequent implementation.

The session begins with a discussion about how conflict is handled in the company. Supervisors then fill out the same survey as their employees will. Then the trainer presents an overview of the module's topics and objectives, gives the supervisors a chance to "flip through" the module, and allows time for questions and clarification.

Supervisors are then asked what effect unresolved conflicts have on their company's ROI. A list of answers is compiled, as well as the potential ROI of this module.

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Objectives

By completing this lesson, supervisors will be able to:

1. **Understand** the objectives of the training their employees will be given.
2. **Participate** in the training and its workplace applications.
3. **Realize** the ROI benefit of this training.

Materials Needed

Hardware

1. Overhead
2. Markers
3. Paper and pencils (1 for each person)
4. Copies of module
5. Blank transparencies

Materials Needed

Transparencies

"Conflicts at our Company" (Supervisor Transparency 1)

"Conflict Resolution Survey" (Supervisor Transparency 2)

"Conflict Resolutions Objectives: Lessons 1-6" (Supervisor Transparency 3)

"ROI" (Supervisor Transparency 4)

"Supervisor's Role in Training" (Supervisor Transparency 5)

"All I Really Needed to Learn, ..." (Supervisor Transparency 6)

Materials Needed

Handouts

"Conflict Resolution Survey" (Supervisor Handout 1)

"Conflict Resolutions Objectives: Lessons 1-6" (Supervisor Handout 2)

Materials Needed

Handouts (cont'd)

"ROI" (Supervisor Handout 3)

"Supervisor's Role in Training" (Supervisor Handout 4)

"All I Really Needed to Learn, ..." (Supervisor Handout 5)

Supervisor's Packet: (H-1 through H-33 from Student Module)

Classroom Set-up

Total Time: 60 minutes

Opening- Large Group	15 min.
First Activity- Large Group	10 min.
Second Activity- Large Group	10 min.
Third Activity- Large Group	5 min.
Fourth Activity- Large Group	5 min.
Fifth Activity- Small Groups	10 min.
Ending- Large Group	5 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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Supervisor Transparency 1

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Activities

Opening: 15 Minutes

1. **Welcome** everyone and **Introduce** yourself, JobLink, and the module topic.
2. **Ask** "How are conflicts at work typically handled at *(company name)*"?

3. **Lead** a discussion on the process of conflict resolution at the company. Write down on a flipchart or overhead the options the company recommends.

4. **Ask,** "How do conflicts between employees or between supervisors and employees effect your business? Do they have an impact? How?"

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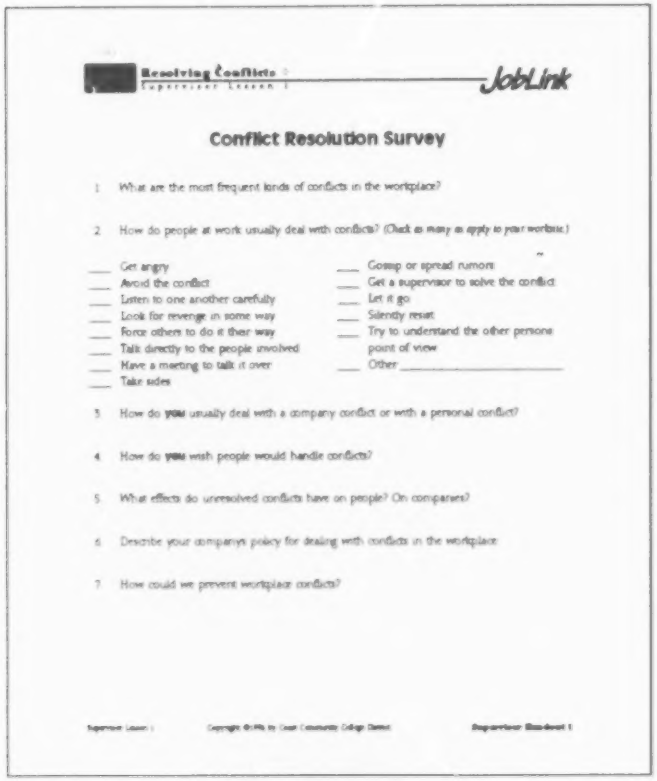

Resolving Conflicts
Supervisor Lesson 1
JobLink

Conflict Resolution Survey

1. What are the most frequent kinds of conflicts in the workplace?

2. How do people at work usually deal with conflicts? *(Check as many as apply to your workplace.)*

___ Get angry
___ Avoid the conflict
___ Listen to one another carefully
___ Look for revenge in some way
___ Force others to do it their way
___ Talk directly to the people involved
___ Have a meeting to talk it over
___ Take sides
___ Gossip or spread rumors
___ Get a supervisor to solve the conflict
___ Let it go
___ Silently resist
___ Try to understand the other persons point of view
___ Other _____

3. How do **you** usually deal with a company conflict or with a personal conflict?

4. How do **you** wish people would handle conflicts?

5. What effects do unresolved conflicts have on people? On companies?

6. Describe your company's policy for dealing with conflicts in the workplace.

7. How could we prevent workplace conflicts?

Supervisor Lesson 1 Copyright ©1996 by Coast Community College District Supervisor Handout 1

Supervisor
Handout 1, Transparency 2

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Activities

First Activity: 10 Minutes

1. **Distribute** the "Conflict Resolution Survey", **project** it, and explain that this is the same survey that will be taken by the employees and used later as one means of evaluation. **Ask** supervisors to participate in the survey.

2. **Allow** for any comments or questions or possible additions, items that might not apply to their company, or clarification of company terms and policies.

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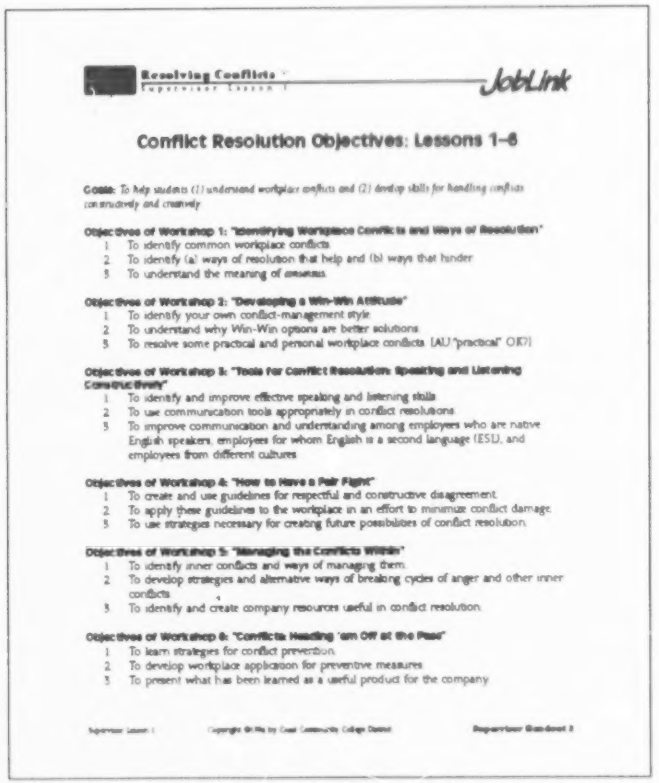

Resolving Conflicts — Supervisor Lesson 1 — JobLink

Conflict Resolution Objectives: Lessons 1–6

Goals: *To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively*

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"
1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of *assertive*.

Objectives of Workshop 2: "Developing a Win-Win Attitude"
1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. (AU "practical" OK?)

Objectives of Workshop 3: "Tools for Conflict Resolution: Speaking and Listening Constructively"
1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"
1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflicts Within"
1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts Heading 'em Off at the Pass"
1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

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Supervisor
Handout 2, Transparency 3

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Activities

Second Activity: 10 Minutes

1. **Distribute** "Conflict Resolution Objectives: Lessons 1-6", **project** it, and **explain** the goals, the lesson titles, and the objectives.

2. **Allow** for questions and comments.

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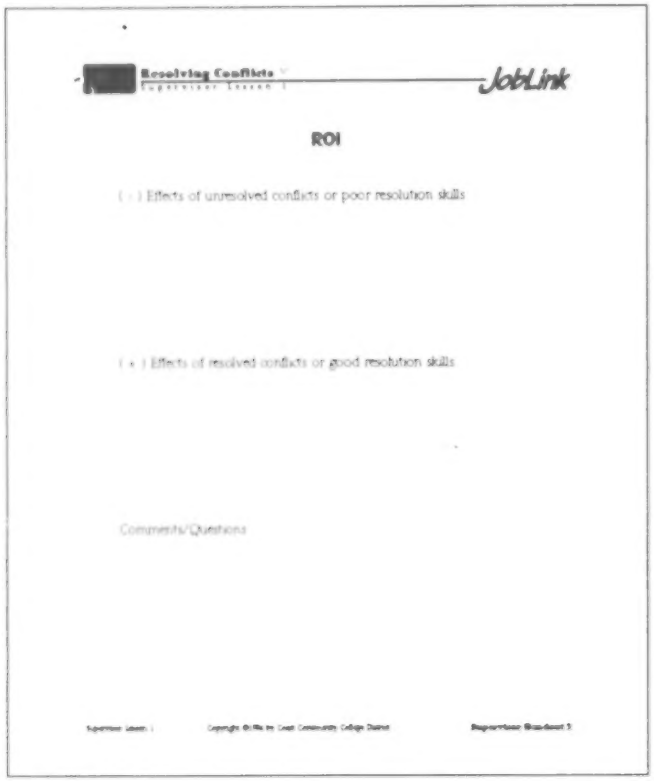
Resolving Conflicts
Supervisor Lesson 1
JobLink
ROI
(-) Effects of unresolved conflicts or poor resolution skills
(+) Effects of resolved conflicts or good resolution skills
Comments/Questions

Supervisor
Handout 3, Transparency 4

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Activities

Third Activity: 5 Minutes

1. **Project** "ROI" on the overhead and **distribute** the handout.

2. **Ask** supervisors for negative effect on ROI due to unresolved conflict in the company.
3. **Ask** and/or provide positive ROI factors as a result of this training.

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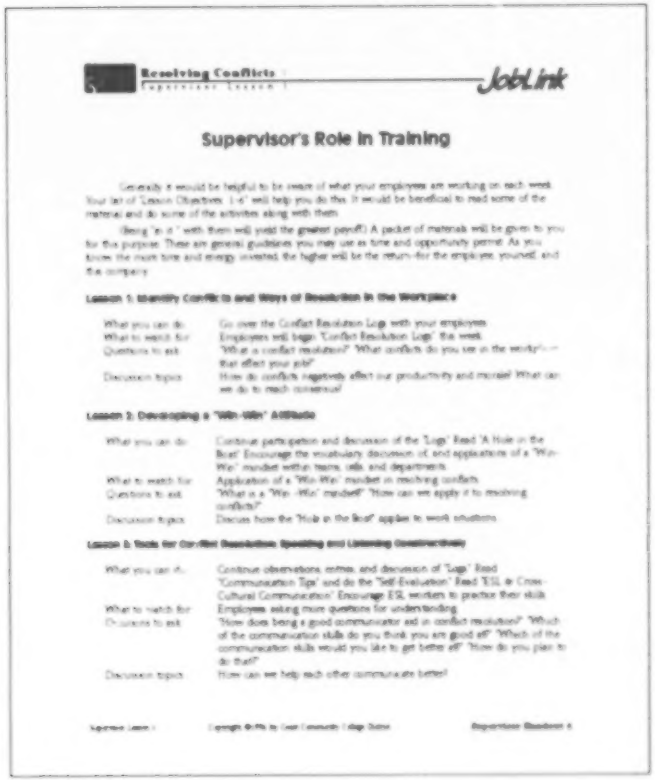

Resolving Conflicts
Supervisor Lesson 1
JobLink

Supervisor's Role in Training

Generally it would be helpful to be aware of what your employees are working on each week. Your list of "Lesson Objectives 1-6" will help you do this. It would be beneficial to read some of the material and do some of the activities along with them.

Being "in it" with them will yield the greatest payoff! A packet of materials will be given to you for this purpose. There are general guidelines you may use as time and opportunity permit. As you know, the more time and energy invested, the higher will be the return--for the employee, yourself, and the company.

Lesson 1: Identify Conflicts and Ways of Resolution in the Workplace

What you can do:	Go over the Conflict Resolution Logs with your employees.
What to watch for:	Employees will begin "Conflict Resolution Logs" this week.
Questions to ask:	"What is conflict resolution? What conflicts do you see in the world?—that affect your job?"
Discussion topics:	How do conflicts negatively affect our productivity and morale? What can we do to reach consensus?

Lesson 2: Developing a "Win-Win" Attitude

What you can do:	Continue participation and discussion of the "Logs." Read "A Hole in the Boat." Encourage the vocabulary discussion of, and applications of a "Win-Win" mindset within teams, cells, and departments.
What to watch for:	Application of a "Win-Win" mindset in resolving conflicts.
Questions to ask:	"What is a "Win -Win" mindset?" "How can we apply it to resolving conflicts?"
Discussion topics:	Discuss how the "Hole in the Boat" applies to work situations.

Lesson 3: Tools for Conflict Resolution: Speaking and Listening Constructively

What you can do:	Continue observations, entries, and discussion of "Logs." Read "Communication Tips" and do the "Self-Evaluation." Read "ESL or Cross-Cultural Communication." Encourage ESL workers to practice their skills.
What to watch for:	Employees asking more questions for understanding.
Questions to ask:	"How does being a good communicator aid in conflict resolution?" "Which of the communication skills do you think you are good at?" "Which of the communication skills would you like to get better at?" "How do you plan to do that?"
Discussion topics:	How can we help each other communicate better?

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Supervisor's Role in Training
(continued)

Lesson 4: How to Have a Fair Fight

What you can do:	Continue participating in the discussion of the "Logs." Read "Tips for Disagreements" and "Strategies." Encourage their implementation. Give any observations, feedback , or suggestions to the trainer so that any necessary adjustments might be made.
What to watch for:	Constructive disagreements, respectful arguments, uses of strategies in resolving conflicts.
Questions to ask:	Are you using any strategies in your training to help in disagreements? Has anyone been respectful to you during a recent conflict?
Discussion topics:	"Dog eat dog world." Rules for a fair fight. Strategies and tips for disagreements.

Lesson 5: Managing the Conflicts Within

What you can do:	Continue observations, entries, and discussion of "Logs." Read "Seeing Another Point of View." Do and discuss "Workplace Behaviors." Read "Another Way." Encourage employees to use their knowledge and skills at home and at work.
What to watch for:	Ways employees try to break the cycles of anger. People who demonstrate skill in finding helpful alternatives to dealing with anger at work.
Questions to ask:	What resources are available or needed at our worksite to help in conflict and anger resolution?
Discussion topics:	What strategies could we implement in our department to better manage conflicts and anger?

Lesson 6: Conflicts: Handling "Em Off at the Pass"

What you can do:	Continue work on "Logs." Help conflict observation, conflict management and "win-win" become mindsets in your work area. Reread the "Conflict Resolution Objectives: Lessons 1-6." Reread "Workplace as Community." By Peck. Appreciate and encourage your employees with regard to their training efforts and applications to the workplace. Be interested in their project posters and find ways to bring the ideas into other parts of your area or company. Continually emphasize the ROI aspect of conflict resolutions.
What to watch for:	Employees implementation of training in specific worksite contexts. Ways to facilitate conflict resolution strategies and/prevention. The effect of conflict resolutions on company ROI.
Questions to ask:	How can our department transfer the conflict resolution training and build it into the structure of our company? How can each situation in my department become a "win-win" possibility?
Discussion Topics:	How can we continually implement simple strategies, such as "what we learned in Kindergarten," in preventative ways and in conflict resolution?

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Supervisor
Handout 4, Transparency 5

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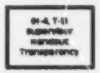
Activities

Fourth Activity: 5 Minutes



1. **Distribute** "Supervisor's Role in Training", **project** it, and **explain** how supervisors can assist and help transfer this training into the workplace.

2. **Allow** for questions, clarifications, and additions *(or subtractions, if necessary)*.

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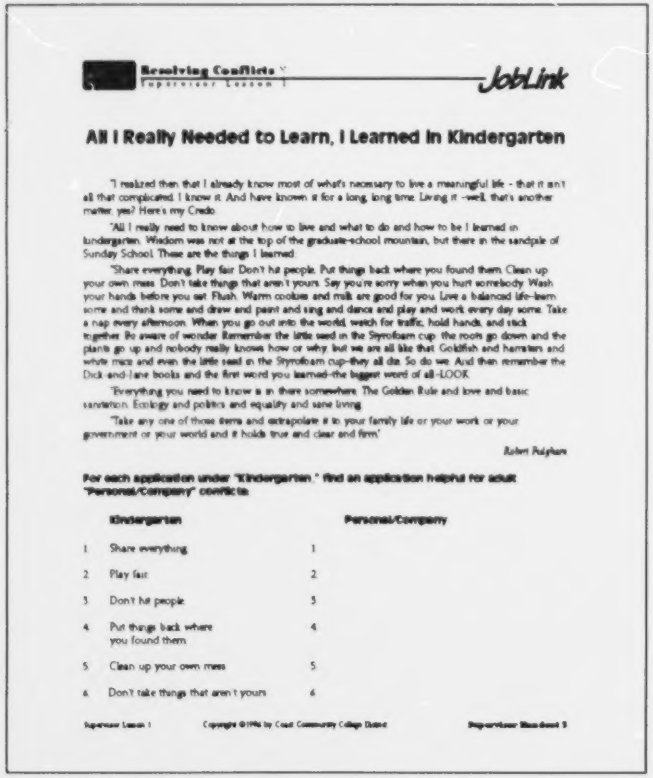

Resolving Conflicts
Supervisor Lesson 1
JobLink

All I Really Needed to Learn, I Learned in Kindergarten

"I realized then that I already know most of what's necessary to live a meaningful life - that it ain't all that complicated. I know it. And have known it for a long, long time. Living it --well, that's another matter, yes? Here's my Credo:

"All I really need to know about how to live and what to do and how to be I learned in kindergarten. Wisdom was not at the top of the graduate-school mountain, but there in the sandpile of Sunday School. These are the things I learned:

"Share everything. Play fair. Don't hit people. Put things back where you found them. Clean up your own mess. Don't take things that aren't yours. Say you're sorry when you hurt somebody. Wash your hands before you eat. Flush. Warm cookies and milk are good for you. Live a balanced life--learn some and think some and draw and paint and sing and dance and play and work every day some. Take a nap every afternoon. When you go out into the world, watch for traffic, hold hands, and stick together. Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that. Goldfish and hamsters and white mice and even the little seed in the Styrofoam cup--they all die. So do we. And then remember the Dick-and-Jane books and the first word you learned--the biggest word of all--LOOK.

"Everything you need to know is in there somewhere. The Golden Rule and love and basic sanitation. Ecology and politics and equality and sane living.

"Take any one of those items and extrapolate it to your family life or your work or your government or your world and it holds true and clear and firm."

Robert Fulghum

For each application under "Kindergarten," find an application helpful for adult "Personal/Company" conflicts:

	Kindergarten		Personal/Company
1.	Share everything.	1.	
2.	Play fair.	2.	
3.	Don't hit people.	3.	
4.	Put things back where you found them.	4.	
5.	Clean up your own mess.	5.	
6.	Don't take things that aren't yours.	6.	

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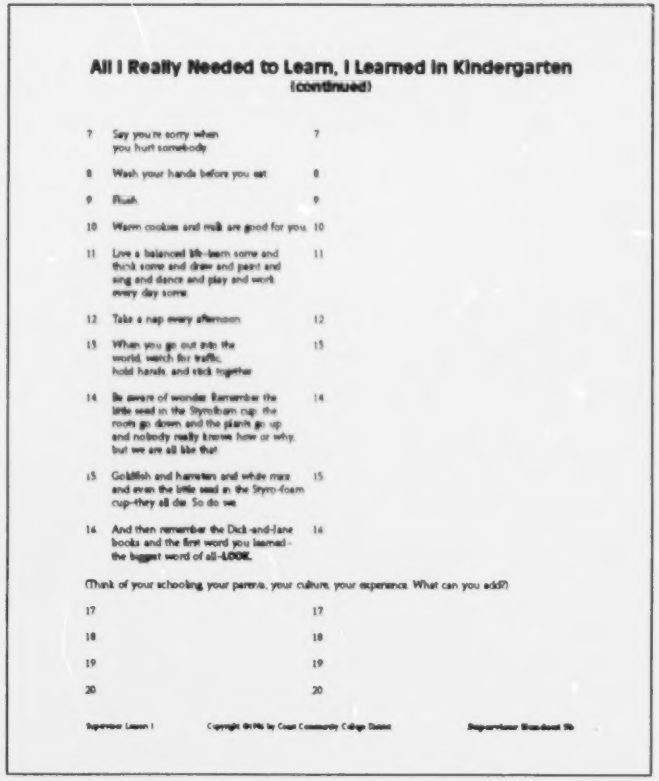

All I Really Needed to Learn, I Learned in Kindergarten (continued)

7.	Say you're sorry when you hurt somebody.	7.	
8.	Wash your hands before you eat.	8.	
9.	Flush.	9.	
10.	Warm cookies and milk are good for you.	10.	
11.	Live a balanced life--learn some and think some and draw and paint and sing and dance and play and work every day some.	11.	
12.	Take a nap every afternoon.	12.	
13.	When you go out into the world, watch for traffic, hold hands, and stick together.	13.	
14.	Be aware of wonder. Remember the little seed in the Styrofoam cup: the roots go down and the plants go up and nobody really knows how or why, but we are all like that.	14.	
15.	Goldfish and hamsters and white mice and even the little seed in the Styro-foam cup--they all die. So do we.	15.	
16.	And then remember the Dick-and-Jane books and the first word you learned - the biggest word of all--**LOOK.**	16.	

(Think of your schooling, your parents, your culture, your experience. What can you add?)

17.		17.	
18.		18.	
19.		19.	
20.		20.	

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Supervisor
Handout 5, Transparency 6

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Activities

Fifth Activity: 10 Minutes (Optional)

1. **Distribute** "All I Really Need, ..." and **project** it on the overhead.
2. **Read** Fulgham's introduction aloud.

3. **Divide** supervisors into small groups.
4. **Ask** them to determine workplace applications for each simple principle.
5. In the large group, **ask** for responses.

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Activities

Ending: 5 Minutes

1. **Restate** the objectives for this session.
2. **Remind** supervisors of the training goal.
3. **Encourage** their support of employees during this training.
4. **Remind** them of the workplace payoff.
5. **Welcome** any observations, input, or suggestions during the training.
6. **Remind** them of their post-session date and time.
7. **Thank** them for their support and **say** good-bye.

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Winning At Work

Resolving Conflicts

Getting Along With Co-Workers

Supervisor Lesson 2

Lesson Description

This session is intended to help supervisors evaluate the training their employees were given and to determine ways to extend the training into continued workplace application.

The session begins with supervisors filling out a Post-Survey, which becomes the basis for a discussion of their observations and reactions.

The instructor then presents observations, evaluations, and recommendations based on the training sessions and post assessments. ROI is evaluated in light of supervisor/instructor comments. This is followed by a question-and-answer, open-discussion.

The last activity gives supervisors an opportunity to explore "What's Next?" with the instructor serving as a facilitator for future implementation of the conflict resolution knowledge and skills within this particular company.

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Objectives

By completing this lesson, supervisors will be able to:

1. **Evaluate** the training given in light of present and future benefit.
2. **Receive** information to help implementation.
3. **Determine** next-step applications for the workplace.

Materials Needed

Hardware

1. Overhead
2. Markers
3. Paper and pencils (1 for each person)
4. Blank transparencies (3)
5. Posters from Student Lesson 6

Transparencies

"Conflict Resolution Objectives: Lessons 1-6" (Sup. Lesson 1, T-3)

"What's Next?" (Supervisor Transparency 7)

Handouts

"What's Next?" (Supervisor Handout 6)

Classroom Set-up

Total Time: 60 minutes

Opening- Large Group	5 min.
First Activity- Large Group	15 min.
Second Activity- Large Group	15 min.
Third Activity- Large Group	10 min.
Fourth Activity- Small Groups	10 min.
Ending- Large Group	5 min.

Key Hardware | Transparencies | Handouts | Large Group | Small Groups | Discussion | Sign-in Sheet

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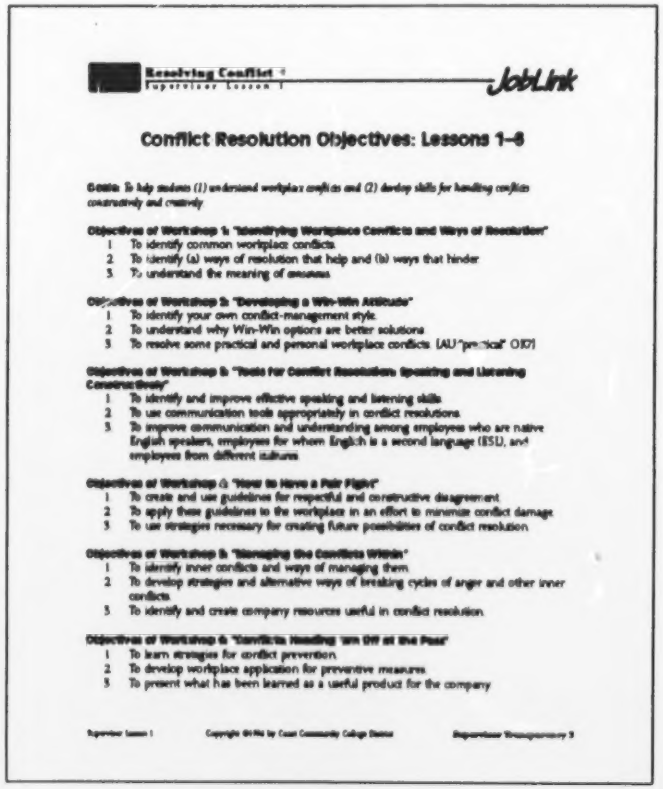

Resolving Conflicts
Supervisor Lesson 1
JobLink

Conflict Resolution Objectives: Lessons 1–6

Goals: *To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively*

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"
1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of emotions.

Objectives of Workshop 2: "Developing a Win-Win Attitude"
1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. (AU "practical" OIO)

Objectives of Workshop 3: "Tools For Conflict Resolution: Speaking and Listening Constructively"
1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"
1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflicts Within"
1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts Needing 'em Off at the Pass"
1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

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Supervisor Transparency 3

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Activities

Opening: 5 Minutes

1. **Welcome** supervisors.
2. **Remind** them, in summary fashion, of the goals and objectives of the training lessons. Use "Conflict Resolution Objectives: Lessons 1-6".

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Activities

First Activity: 15 Minutes

1. **Encourage** them to share their observations, reactions, and evaluations of the training sessions and/or themselves.

2. **Record** supervisor's comments and bring them back to JobLink.

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Activities

Second Activity: 15 Minutes

1. **Share** your observations, evaluations, and recommendations based on the six sessions and assessment tools. ("Pre/Post surveys/tests, final posters, "Conflict Resolution Logs," class participation, etc.). **Make** a copy for JobLink.

2. **Present** student-made posters as a graphic, concise evaluation of what has been learned. **Encourage** the use of these posters within the company. Explore with supervisors the possibilities of awarding the best poster *(or all posters)* some special honor by the company, department, and cell.

3. **Allow** for questions and clarifications.

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Activities

Third Activity: 10 Minutes

1. **Lead** supervisors in a discussion of an evaluation of present and future ROI for their company ("Be on the lookout for future benefits"), based on their previous comments and evaluations.

2. **Facilitate** an open discussion as to what this all means for the company, the employees, and the supervisors.

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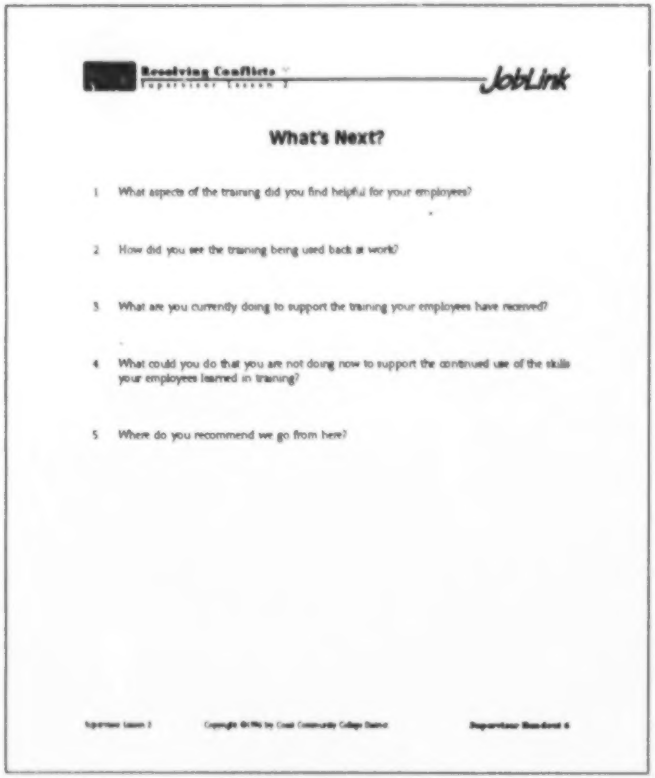
Resolving Conflicts
Supervisor Lesson 2
JobLink
What's Next?
1. What aspects of the training did you find helpful for your employees?
2. How did you see the training being used back at work?
3. What are you currently doing to support the training your employees have received?
4. What could you do that you are not doing now to support the continued use of the skills your employees learned in training?
5. Where do you recommend we go from here?

Supervisor
Handout 6, Transparency 7

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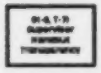
Activities

Fourth Activity: 10 Minutes

1. **Divide** supervisors into small groups.



2. **Distribute, project** and **ask** them to **discuss** "What's Next?", so as to explore the next steps in implementing conflict-resolution training and skill development.
3. **Ask** supervisors to share some of their steps with the whole group.
4. **Write** their steps on a blank transparency.
5. **Determine together** whether there is any consensus–and if so, indicate it.
6. If appropriate, **recommend** other JobLink modules or resources as bridges for the desired steps.

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Activities

Ending: 5 Minutes

1. **Restate,** in summary form, the goals and objectives of the Conflict Resolution lesson, as well as those of the supervisor sessions.
2. **Encourage** ongoing implementation, involvement, and support of what has been learned in this module.
3. **Thank** supervisors for their time, participation, and support. Remind them that their investment will bring further ROI.
4. **Collect** materials and **say** good-bye!

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Conflict Resolution Survey

1. What are the most frequent kinds of conflicts in the workplace?

2. How do people at work usually deal with conflicts? *(Check as many as apply to your worksite.)*

___ Get angry
___ Avoid the conflict
___ Listen to one another carefully
___ Look for revenge in some way
___ Force others to do it their way
___ Talk directly to the people involved
___ Have a meeting to talk it over
___ Take sides
___ Gossip or spread rumors
___ Get a supervisor to solve the conflict
___ Let it go
___ Silently resist
___ Try to understand the other persons point of view
___ Other _____

3. How do **you** usually deal with a company conflict or with a personal conflict?

4. How do **you** wish people would handle conflicts?

5. What effects do unresolved conflicts have on people? On companies?

6. Describe your companys policy for dealing with conflicts in the workplace.

7. How could we prevent workplace conflicts?

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Conflict Resolution Objectives: Lessons 1–6

Goals: *To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively.*

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"

1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of *consensus.*

Objectives of Workshop 2: "Developing a Win-Win Attitude"

1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. [AU:"practical" OK?]

Objectives of Workshop 3: "Tools for Conflict Resolution: Speaking and Listening Constructively"

1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"

1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflicts Within"

1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts: Heading 'em Off at the Pass"

1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

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ROI

(-) Effects of unresolved conflicts or poor resolution skills:

(+) Effects of resolved conflicts or good resolution skills:

Comments/Questions:

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Supervisor's Role in Training

Generally it would be helpful to be aware of what your employees are working on each week. Your list of "Lesson Objectives: 1-6" will help you do this. It would be beneficial to read some of the material and do some of the activities along with them.

(Being "in it " with them will yield the greatest payoff.) A packet of materials will be given to you for this purpose. These are general guidelines you may use as time and opportunity permit. As you know, the more time and energy invested, the higher will be the return–for the employee, yourself, and this company.

Lesson 1: Identify Conflicts and Ways of Resolution in the Workplace

What you can do:	Go over the Conflict Resolution Logs with your employees.
What to watch for:	Employees will begin "Conflict Resolution Logs" this week.
Questions to ask:	"What is conflict resolution?" "What conflicts do you see in the workplace that effect your job?"
Discussion topics:	How do conflicts negatively affect our productivity and morale? What can we do to reach consensus?

Lesson 2: Developing a "Win-Win" Attitude

What you can do:	Continue participation and discussion of the "Logs." Read "A Hole in the Boat." Encourage the vocabulary, discussion of, and applications of a "Win-Win" mindset within teams, cells, and departments.
What to watch for:	Application of a "Win-Win" mindset in resolving conflicts.
Questions to ask:	"What is a "Win -Win" mindset?" "How can we apply it to resolving conflicts?"
Discussion topics:	Discuss how the "Hole in the Boat" applies to work situations.

Lesson 3: Tools for Conflict Resolution: Speaking and Listening Constructively

What you can do:	Continue observations, entries, and discussion of "Logs." Read "Communication Tips" and do the "Self-Evaluation." Read "ESL & Cross-Cultural Communication." Encourage ESL workers to practice their skills.
What to watch for:	Employees asking more questions for understanding.
Questions to ask:	"How does being a good communicator aid in conflict resolution?" "Which of the communication skills do you think you are good at?" "Which of the communication skills would you like to get better at?" "How do you plan to do that?"
Discussion topics:	How can we help each other communicate better?

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Supervisor's Role in Training
(continued)

Lesson 4: How to Have a Fair Fight

What you can do:	Continue participating in the discussion of the "Logs." Read "Tips for Disagreements" and "Strategies." Encourage their implementation. Give any observations, feedback , or suggestions to the trainer so that any necessary adjustments might be made.
What to watch for:	Constructive disagreements, respectful arguments, uses of strategies in resolving conflicts.
Questions to ask:	Are you using any strategies in your training to help in disagreements? Has anyone been respectful to you during a recent conflict?
Discussion topics:	"Dog eat dog world." Rules for a fair fight. Strategies and tips for disagreements.

Lesson 5: Managing the Conflicts Within

What you can do:	Continue observations, entries, and discussion of "Logs." Read "Seeing Another Point of View...." Do and discuss "Workplace Resources." Read "Another Way." Encourage employees to use their knowledge and skills at home and at work.
What to watch for:	Ways employees try to break the cycles of anger. People who demonstrate skill in finding helpful alternatives to dealing with anger at work.
Questions to ask:	What resources are available or needed at our worksite to help in conflict and anger resolution?
Discussion topics:	What strategies could we implement in our department to better manage conflicts and anger?

Lesson 6: Conflicts: Heading 'Em Off at the Pass

What you can do:	Continue work on "Logs." Help conflict observation, conflict management , and "win-win" become mindsets in your work arena. Reread the "Conflict Resolution Objectives: Lessons 1-6." Reread "Workplace as Community " by Peck. Appreciate and encourage your employees with regard to their training efforts and applications to the workplace. Be interested in their project posters and find ways to bring the ideas into other parts of your area or company. Continually emphasize the ROI aspect of conflict resolutions.
What to watch for:	Employees implementation of training in specific worksite contexts. Ways to facilitate conflict resolution strategies and/prevention. The effect of conflict resolutions on company ROI
Questions to ask:	How can our department transfer the conflict resolution training and build it into the structures of our company? How can each situation in my department become a "win-win" possibility?
Discussion Topics:	How can we continually implement simple strategies, such as "what we learned in Kindergarten," in preventative ways and in conflict resolution?

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All I Really Needed to Learn, I Learned in Kindergarten

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Conflicts at our Company

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Conflict Resolution Survey

1. What are the most frequent kinds of conflicts in the workplace?

2. How do people at work usually deal with conflicts? *(Check as many as apply to your worksite.)*

___ Get angry
___ Avoid the conflict
___ Listen to one another carefully
___ Look for revenge in some way
___ Force others to do it their way
___ Talk directly to the people involved
___ Have a meeting to talk it over
___ Take sides
___ Gossip or spread rumors
___ Get a supervisor to solve the conflict
___ Let it go
___ Silently resist
___ Try to understand the other persons point of view
___ Other _____

3. How do **you** usually deal with a company conflict or with a personal conflict?

4. How do **you** wish people would handle conflicts?

5. What effects do unresolved conflicts have on people? On companies?

6. Describe your companys policy for dealing with conflicts in the workplace.

7. How could we prevent workplace conflicts?

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Conflict Resolution Objectives: Lessons 1–6

Goals: *To help students (1) understand workplace conflicts and (2) develop skills for handling conflicts constructively and creatively.*

Objectives of Workshop 1: "Identifying Workplace Conflicts and Ways of Resolution"

1. To identify common workplace conflicts.
2. To identify (a) ways of resolution that help and (b) ways that hinder.
3. To understand the meaning of *consensus*.

Objectives of Workshop 2: "Developing a Win-Win Attitude"

1. To identify your own conflict-management style.
2. To understand why Win-Win options are better solutions.
3. To resolve some practical and personal workplace conflicts. [AU:"practical" OK?]

Objectives of Workshop 3: "Tools for Conflict Resolution: Speaking and Listening Constructively"

1. To identify and improve effective speaking and listening skills.
2. To use communication tools appropriately in conflict resolutions.
3. To improve communication and understanding among employees who are native English speakers, employees for whom English is a second language (ESL), and employees from different cultures.

Objectives of Workshop 4: "How to Have a Fair Fight"

1. To create and use guidelines for respectful and constructive disagreement.
2. To apply these guidelines to the workplace in an effort to minimize conflict damage.
3. To use strategies necessary for creating future possibilities of conflict resolution.

Objectives of Workshop 5: "Managing the Conflicts Within"

1. To identify inner conflicts and ways of managing them.
2. To develop strategies and alternative ways of breaking cycles of anger and other inner conflicts.
3. To identify and create company resources useful in conflict resolution.

Objectives of Workshop 6: "Conflicts: Heading 'em Off at the Pass"

1. To learn strategies for conflict prevention.
2. To develop workplace application for preventive measures.
3. To present what has been learned as a useful product for the company.

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ROI

(-) Effects of unresolved conflicts or poor resolution skills:

(+) Effects of resolved conflicts or good resolution skills:

Comments/Questions:

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Supervisor's Role in Training

Generally it would be helpful to be aware of what your employees are working on each week. Your list of "Lesson Objectives: 1-6" will help you do this. It would be beneficial to read some of the material and do some of the activities along with them.

(Being "in it " with them will yield the greatest payoff.) A packet of materials will be given to you for this purpose. These are general guidelines you may use as time and opportunity permit. As you know, the more time and energy invested, the higher will be the return–for the employee, yourself, and this company.

Lesson 1: Identify Conflicts and Ways of Resolution in the Workplace

What you can do:	Go over the Conflict Resolution Logs with your employees.
What to watch for:	Employees will begin "Conflict Resolution Logs" this week.
Questions to ask:	"What is conflict resolution?" "What conflicts do you see in the workplace that effect your job?"
Discussion topics:	How do conflicts negatively affect our productivity and morale? What can we do to reach consensus?

Lesson 2: Developing a "Win-Win" Attitude

What you can do:	Continue participation and discussion of the "Logs." Read "A Hole in the Boat." Encourage the vocabulary, discussion of, and applications of a "Win-Win" mindset within teams, cells, and departments.
What to watch for:	Application of a "Win-Win" mindset in resolving conflicts.
Questions to ask:	"What is a "Win -Win" mindset?" "How can we apply it to resolving conflicts?"
Discussion topics:	Discuss how the "Hole in the Boat" applies to work situations.

Lesson 3: Tools for Conflict Resolution: Speaking and Listening Constructively

What you can do:	Continue observations, entries, and discussion of "Logs." Read "Communication Tips" and do the "Self-Evaluation." Read "ESL & Cross-Cultural Communication." Encourage ESL workers to practice their skills.
What to watch for:	Employees asking more questions for understanding.
Questions to ask:	"How does being a good communicator aid in conflict resolution?" "Which of the communication skills do you think you are good at?" "Which of the communication skills would you like to get better at?" "How do you plan to do that?"
Discussion topics:	How can we help each other communicate better?

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Supervisor's Role in Training
(continued)

Lesson 4: How to Have a Fair Fight

What you can do:	Continue participating in the discussion of the "Logs." Read "Tips for Disagreements" and "Strategies." Encourage their implementation. Give any observations, feedback , or suggestions to the trainer so that any necessary adjustments might be made.
What to watch for:	Constructive disagreements, respectful arguments, uses of strategies in resolving conflicts.
Questions to ask:	Are you using any strategies in your training to help in disagreements? Has anyone been respectful to you during a recent conflict?
Discussion topics:	"Dog eat dog world." Rules for a fair fight. Strategies and tips for disagreements.

Lesson 5: Managing the Conflicts Within

What you can do:	Continue observations, entries, and discussion of "Logs." Read "Seeing Another Point of View...." Do and discuss "Workplace Resources." Read "Another Way." Encourage employees to use their knowledge and skills at home and at work.
What to watch for:	Ways employees try to break the cycles of anger. People who demonstrate skill in finding helpful alternatives to dealing with anger at work.
Questions to ask:	What resources are available or needed at our worksite to help in conflict and anger resolution?
Discussion topics:	What strategies could we implement in our department to better manage conflicts and anger?

Lesson 6: Conflicts: Heading 'Em Off at the Pass

What you can do:	Continue work on "Logs." Help conflict observation, conflict management , and "win-win" become mindsets in your work arena. Reread the "Conflict Resolution Objectives: Lessons 1-6." Reread "Workplace as Community " by Peck. Appreciate and encourage your employees with regard to their training efforts and applications to the workplace. Be interested in their project posters and find ways to bring the ideas into other parts of your area or company. Continually emphasize the ROI aspect of conflict resolutions.
What to watch for:	Employees implementation of training in specific worksite contexts. Ways to facilitate conflict resolution strategies and/prevention. The effect of conflict resolutions on company ROI
Questions to ask:	How can our department transfer the conflict resolution training and build it into the structures of our company? How can each situation in my department become a "win-win" possibility?
Discussion Topics:	How can we continually implement simple strategies, such as "what we learned in Kindergarten," in preventative ways and in conflict resolution?

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